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THE DEVELOPMENT OF CANADIAN DEPARTMENT OF
NATIONAL DEFENCE OVERSEAS SCHOOLS FROM
INCEPTION TO JUNE 1960

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

DIVISION OF SECONDARY EDUCATION

by

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SEPTEMBER, 1962

ABSTRACT OF THE THESIS

The Department of National Defence overseas school system was organized in the spring of 1954 to provide educational facilities for dependents of Canadian NATO forces stationed in Europe. The present thesis is an attempt to describe the development of the overseas school system during the six-year period from its inception to June, 1960. Material for the thesis was obtained from the office files of the Superintendent and Assistant Superintendent in France and Germany respectively, as well as from personal observation and experience of the author while engaged first as a teacher and later as Director of Tests and Measurements for the overseas schools.

Orders-in-Council passed in April and June of 1954 authorized Mr. H. R. Low, later first Director of the overseas schools, and the Dependents' Education Committee to make the necessary arrangements for the establishment of the Canadian schools in Europe. School buildings were erected, furnished and maintained by the countries in which they were located and leased to the Canadian government for periods of from five to ten years. Textbooks and most other supplies were ordered from the Department of Education of Ontario. Principals and teachers were placed on loan for service in the overseas schools by various school boards in the Canadian provinces. These school boards paid teachers their usual salaries and were later reimbursed by the Department of National Defence.

The overseas schools were affiliated with Canadian Air Force and Army installations in France, Germany, Belgium, England and Sardinia. The ten schools, one hundred teachers and fifteen hundred pupils comprising the system in September of 1954, had increased to fifteen

schools, over three hundred teachers and more than six thousand pupils by June of 1960.

Underlying the choice of curriculum was the two-fold purpose to prepare pupils for their return to provincial systems of education in Canada while assisting them in learning as much as possible about Europe and Europeans. Despite attempts to create an interprovincial curriculum for the elementary and intermediate grades the course of studies when completed closely approximated that of Ontario. In 1955 the Ontario curriculum was adopted without change in the overseas high schools.

A testing program was conducted between September, 1958, and June, 1960, in grades three, six, eight and ten. During both years grade twelve students participated in a program of their own, conducted by the Ontario Department of Education. Test results indicated that overseas pupils in all five grades did at least as well as the Ontario and other pupils on whom the tests were standardized.

A tentative assessment of the overseas school system at the end of its sixth year of operation indicates that some of its strengths were the quality of instruction, the emphasis on European history and culture, and the stress placed on the preparation of pupils for their return to Canada. Weaknesses included the difficulty of adapting one curriculum to the needs of pupils from ten provincial educational systems, and the failure to provide high school courses to meet the entrance requirements of all Canadian universities. These weaknesses indicate the desirability for future study of certain aspects of education in Canada.

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CHAPTER I

PURPOSE AND SIGNIFICANCE OF THE STUDY

PURPOSE OF THE STUDY

The present study was designed to:

1. Show how the federal government provided for the education of Canadian children who accompanied NATO forces to Europe after World War II.
2. Examine the curriculum used in the Canadian overseas schools.
3. Outline the attempts made to evaluate the Canadian overseas curriculum.
4. Discuss possible implications for education in Canada as a result of the operation of the overseas schools.

BACKGROUND OF THE STUDY

In 1954 approximately one hundred Canadian teachers assumed responsibility for the education of Canadian children on Air Force and Army installations in Europe. As a member of this pioneer group, the author of the present thesis taught for two years in the school connected with Three (Fighter) Wing at Zweibrucken, Germany. While in Germany the author became interested in a study of the overseas schools and their implications for education in Canada.

On her return to Canada the author requested permission to

study and report on the Canadian schools in Europe. The Director of Education of the Department of National Defence granted this permission. In 1958 the author returned to Europe for a second two-year period to organize a Tests and Measurements Department and to obtain further information concerning the overseas schools.

Much of the data for the present thesis was obtained from files located in the offices of the Superintendent in Metz, France, and the Assistant Superintendent in Soest, Germany. The author also had access to the files in the individual schools which she visited in connection with her work in the testing program. Additional information was obtained from principals, teachers, and military personnel, as well as from personal observation and experience.

SIGNIFICANCE OF THE STUDY

Primarily, this study is an attempt to place on record pertinent facts concerning the Canadian schools in Europe. It is hoped these facts, hitherto unknown to many Canadians, may be of interest to the general public as well as to educators. Teachers and pupils at any time connected with the overseas schools may also be interested in the study.

Secondly, the study points out the significant part played by the Dominion government in the operation of the overseas schools. The British North America Act of 1867 gave each province the right to establish its own educational system. Since that time the pro-

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vinces have controlled almost all educational matters within their borders. Since Confederation, however, there has also been much controversy about the merits of provincial versus federal control of education. Sir John A. MacDonald was among the first to express his views in favor of federal control. In 1872 he said that "... the subject of Education has been withdrawn, unwisely as I always thought, from the control and supervision of the General Government."¹ In succeeding years various educators, including Harper², Scott³, and Katz⁴, have voiced their opinions in favor of federal control of education. The first concrete example of an entire system of education under the control of the federal government was provided by the establishment of the Canadian schools in Europe. This study is an attempt to examine, on an impartial basis, the federal government's operation of the overseas schools.

CHAPTER II

INCEPTION AND GROWTH OF THE OVERSEAS SCHOOL SYSTEM

INCEPTION

The Department of National Defence was involved in education in Canada for some years prior to the establishment of its overseas schools. Provincial jurisdiction over education does not extend to tax-free lands reserved by the federal government for military and other purposes. Therefore, when various military installations were established across Canada, the responsibility for the education of dependents connected with these installations was delegated by the federal government to the Department of National Defence.

At first the Department of National Defence made individual arrangements with each school board for the accommodation of military dependents as non-resident pupils in local schools. When existing educational facilities became overtaxed the Dependents' Education Committee was formed to study the educational requirements of dependents of military personnel stationed in Canada. This committee, appointed in 1948, consisted of the Deputy Minister of National Defence, a permanent secretary, and a representative from each of the Army, Navy and Air Force. Recommendations made by the committee resulted in the establishment of schools where needed near military installations across the dominion.⁵ These schools received federal financial support but were staffed and operated in accordance with agreements made with

the provincial Department of Education concerned.

The Dependents' Education Committee was given additional responsibility when the federal government decided to allow dependents to accompany Canadian NATO forces to Europe. The committee was asked to assist Mr. H. R. Low, then Director of the Bureau of Current Affairs, in the organization of a Canadian system of education for Canadian pupils in Europe. Following the recommendations of Mr. Low and the Dependents' Education Committee, Orders-in-Council were passed in April and in June of 1954⁶ authorizing the establishment of Canadian schools in France, Germany, and Belgium for the following September. These Orders-in-Council gave the Department of National Defence the authority to obtain the schools and equipment, hire the administrative and teaching personnel, and choose the text books and the curriculum. Subsequent Orders-in-Council made similar provision for Canadian education at two international schools in France, a school in England, and one at Sardinia, Italy.⁷

PROVISION FOR ADMINISTRATIVE AND INSTRUCTIONAL PERSONNEL

Administrative personnel

In July, 1954, Mr. Low was appointed Director of Education for the Department of National Defence overseas schools, with headquarters in Ottawa. At about the same time, Mr. A. C. Ritter became Superintendent of the overseas schools, with offices at Air Force Headquarters in Metz, France. A supervising principal was appointed

to assist Mr. Ritter in the Army schools near Soest, Germany.

The Associate Deputy Minister of National Defence outlined the duties of the Director of Education as follows:

1. Organization and supervision of educational facilities overseas for children of service personnel.

2. Employment of teachers for overseas schools.

3. Liaison with Departments of Education and School Boards in Canada with respect to employment of teachers for Department of National Defence overseas schools.

4. Determination of curriculum and regulations for Department of National Defence overseas schools.

5. Provision of books, materials, and classroom supplies for Department of National Defence overseas schools.⁸

The Director in Ottawa was responsible for the initial allotment of personnel and materials to the overseas schools. The distribution of these personnel and materials became the duty of the overseas Superintendent. The Superintendent was also responsible for replacements of, and additions to, the initial allotments.

The organization of the overseas school system changed somewhat following its inception. With Mr. Low's death in 1956 the position of Director was deleted. The responsibilities of this office were transferred to the Director of Education for the Department of National Defence, who was already in charge of the Department's schools in Canada. In 1958 the Supervising Principal at Soest became the Assistant Superintendent, but in this capacity still controlled the schools in the Army area. A Tests and Measurements officer was added to the Superintendent's staff in 1958, and the following year the Superintendent acquired an Executive Assistant.

The Superintendent's offices were first located in the Chateau de Mercy at Air Division Headquarters near Metz, France. When the Chateau became too crowded the Superintendent moved to one of the newly-constructed office buildings in the vicinity. He moved to still larger offices in 1959 to accommodate his growing staff.

Instructional personnel

One of the major problems confronting the first Director of Education and the Dependents' Education Committee was the staffing of the overseas schools. No Canadian precedent had been set since the Department of National Defence schools in Canada obtained most of their principals and teachers from the provinces in which they were situated. The Americans, meanwhile, had set up schools in Europe and Asia which the Canadians could have used as models. American teachers severed all connections with their home school boards and became civil servants who planned to spend an indefinite period in military installations abroad. Canada, however, decided not to use the American models.

With the cooperation of provincial Departments of Education and individual school boards across Canada, the federal government devised its own system for staffing the overseas schools. As Mr. Low explained:

To obtain the teachers for these schools, the departments of education and school boards across Canada were approached to enlist their interest and cooperation in this new project. Every assistance was given to the Department of National Defence by these educational bodies. The teachers are on loan to the Department of National Defence from their school boards for a period of two years. The school boards continue to pay the teachers' salaries and are reimbursed by the Department of National Defence. In this way, the teachers' superannuation and seniority rights

are maintained and the Department of National Defence has obtained experienced and highly qualified teachers for the schools overseas. There is a proportionate representation of all the provinces in the total number of teachers.⁹

Contracts signed by the Department of National Defence, the school boards, and the individual teachers concerned outlined the responsibilities of each of the three parties. Although each teacher was appointed for a two-year period, many school boards allowed a one- or two-year extension at the request of the Department of National Defence. Since each teacher was paid by his home school board a considerable differential existed in the overseas salaries. This inequality was somewhat rectified in September, 1959, with the federal government's decision to subsidize salaries of the less highly paid teachers.

From the inception of the overseas schools the Department of National Defence specified certain qualifications for its school personnel. A doctor's certification of good health was required, and later a below-forty age limit was imposed on classroom teachers. Each school board was asked for teachers of specific language and religious backgrounds. In addition each school board was told the educational responsibilities to be assumed by the teachers it supplied.

School boards set up further qualifications for personnel to be appointed for overseas duty. Many of them specified a minimum of five years teaching experience prior to appointment. A number of them offered service in Europe as a reward for effective work in the home schools. These methods of selection appeared to be adequate in that parents, military personnel, and overseas education administrators made repeated reference to the high calibre of instruction offered in

the overseas schools.¹⁰

Educational personnel were given military ranks commensurate with their duties. The Superintendent held the rank of Wing Commander, while principals and teachers in the Air Force schools were classified as Squadron-Leaders and Flight Lieutenants respectively. In the Army schools the rank of Major was given to the Assistant Superintendent and the principals, and that of Captain to the teachers.

School personnel proceeding overseas received first-class train and boat passage in accordance with their assigned rank. In all cases the gross baggage weight allowed was extended to two hundred fifty pounds above normal. Returning personnel who had fulfilled their contracts were assigned similar travel privileges. No monetary limit was placed on goods brought back into Canada, providing such goods were intended for the educator's personal use. This privilege included an automobile, if it had been purchased at least six months prior to the owner's return to Canada.

Assigned rank partially determined the quality of living accommodation provided for overseas personnel. The Superintendent of Schools lived in an apartment block reserved for Wing Commanders in the Canadian housing area overlooking Metz. His apartment was a little larger and better furnished than that of the Metz school principal in the Squadron-Leaders' building. However, location also determined the quality of living accommodation. Military housing areas in Germany were superior to those in France. In Germany the Canadian Assistant Superintendent and principals lived in semi-detached houses with sliding glass doors, patios, and gardener-maintained lawns.

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10. The following information was obtained from the records of the Department of the Interior, Bureau of Land Management, regarding the land owned by the United States in the State of Nevada:

There is a small, dark, rectangular object, possibly a piece of wood or metal, lying on the ground. It is positioned horizontally and appears to be a component or part of a larger structure. The object is dark in color, possibly black or dark brown, and has a rough, textured surface. It is located in the lower right quadrant of the image, near the bottom edge. The background is a light, sandy or gravelly surface, and the overall scene is dimly lit, suggesting an outdoor or semi-outdoor environment.

1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

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Contracts stipulated that classroom teachers would either be accommodated in Officers' quarters on their respective bases or would be given at least thirty dollars per month to be applied to housing of their own choice. Facilities for teacher accommodation varied on the different bases, however. Adequate accommodation was available on most Air Force bases in France and Germany. As associate members of the Officers' Mess, teachers on these bases enjoyed most mess privileges, including board at the rate of one dollar per day. A few Air Force teachers chose to live off military bases in order to obtain closer contact with the culture and language of the host country, among other reasons.

Unlike the Air Force, the Army bases consisted of a number of small units or forts each with its own mess and living quarters. These forts accommodated most of the male teachers in the Army schools.

Women teachers in the Army area at Soest were offered apartments in the Canadian housing sector of Unna, about twenty miles west of the city. The four or five women sharing each apartment experienced difficulty in coordinating individual interests and housekeeping practices. Dissent led to a survey by the Assistant Superintendent which revealed a preference for smaller apartments or individual rooms in a barrack block. The smaller apartments were not available, so barrack blocks were converted for women teachers at two of the Army forts. The women were then given their choice of sharing an apartment, living in a barrack block, or finding their own accommodation elsewhere.

Some one hundred and twenty teachers were employed in the overseas schools in June of 1955. By June of 1960 the number had increased to over three hundred and thirty teachers. Table I gives details of this increase.

The number of teachers supplied by each Canadian school board was determined originally by proportionate representation from each province. In succeeding years extensions granted to many teachers changed this representation somewhat. Ontario was supplying over forty percent of the teachers in the overseas schools in September of 1959 while some ten percent of the teachers came from each of Quebec, Alberta, and British Columbia. Further details concerning teacher representation on a provincial basis are contained in Table II.

BUILDINGS AND SUPPLIES

School buildings were constructed and furnished through negotiations between the Canadian Department of National Defence and each host country concerned. Financial arrangements were handled by the Canadian Treasury Office in London.

Mr. Low gives the following details concerning these arrangements:

In Germany the schools were to be built under an arrangement with the Federal Republic of Germany, and for a period of five years, Canada would pay an annual rental for the use of the buildings equal to ten percent of the capital costs: after five years, rents would be at the local prevailing rate. In France, the schools were to be constructed, owned, served and maintained by a French corporation and Canada had guaranteed rentals at fixed rates for a period of five to ten years.¹¹

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TABLE I

DISTRIBUTION OF TEACHERS PER SCHOOL IN THE
DEPARTMENT OF NATIONAL DEFENCE OVERSEAS
SCHOOLS JUNE 1955 TO JUNE 1960

SCHOOL	JUNE					
	1955	1956	1957	1958	1959	1960
One Air Division Headquarters	11	18	20	23	28	36
One (Fighter) Wing	10	20	22	25	30	35
Two (Fighter) Wing	15	22	23	27	29	38
Three (Fighter) Wing	16	24	24	28	34	42
Four (Fighter) Wing	13	22	23	25	30	38
Ramstein		2	6	11	10	9
Langar			3	4	7	7
Aircent	1	2	3	3	4	4
SHAPE	1	1	2	3	4	4
Decimomannu				2	2	2
Soest Junior			23	19	24	30
Soest Senior	25	36	19	24	22	23
Hemer	11	16	20	25	33	38
Werl	15	16	20	20	22	24
Antwerp	3	4	5	3	3	3
TOTAL	121	183	213	242	282	333

TABLE II

PROVINCIAL REPRESENTATION OF TEACHERS IN THE DEPARTMENT OF
NATIONAL DEFENCE OVERSEAS SCHOOLS - SEPTEMBER, 1959

Province or Territory	Teachers in the Overseas Schools	
	Number	Approximate Percentage
Newfoundland	3	1
Prince Edward Island	3	1
Nova Scotia	11	3
New Brunswick	6	2
Quebec	40	12
Ontario	150	44
Manitoba	30	9
Saskatchewan	19	6
Alberta	39	11
British Columbia	35	10
North West Territories	7	2
TOTAL NUMBER OF TEACHERS	343	

TABLE II

WATER RESOURCES OF THE UNITED STATES: 1960-1969
 (Continued from Table I)

WATER RESOURCES OF THE UNITED STATES: 1960-1969		PERCENT OF TOTAL
WATER RESOURCES OF THE UNITED STATES: 1960-1969	WATER RESOURCES OF THE UNITED STATES: 1960-1969	PERCENT OF TOTAL
1	2	3
4	5	6
7	8	9
10	11	12
13	14	15
16	17	18
19	20	21
22	23	24
25	26	27
28	29	30
31	32	33
34	35	36
37	38	39
40	41	42
43	44	45
46	47	48
49	50	51
52	53	54
55	56	57
58	59	60
61	62	63
64	65	66
67	68	69
70	71	72
73	74	75
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Since the schools constructed for the Canadian Armed Forces were intended for local use at a later date they were built on a par with the best in each country. German schools were modern in design with decorative entrances, central staircases and wide halls. Classrooms were small but well-planned and equipped. Additional rooms were specifically designed for administrative offices, libraries, staff and music rooms. By the end of the second year each German-built school had, or was in the process of obtaining, an auditorium.

The schools built by the French government seemed less costly, less durable, and less attractive than those in Germany. Utility was the keynote in construction and furnishings. Little provision was made for principals' offices, and outside of otherwise unused classrooms no provision was made for staff rooms or special-purpose rooms. Auditoria had been discussed, but by June of 1960 only one auditorium was under construction.

Schools in both France and Germany were built adjacent to Canadian housing areas. Neither houses nor schools were ready for occupancy in September of 1954 when the first teachers arrived to assume their duties. Nevertheless, by the end of September instruction had commenced at all major Army and Air Force bases. In many cases classes were held in converted barrack blocks. Other accommodation ranged from space in a luxurious German private school to dingy rooms above a French café. By the end of the first school year, however, most classes had moved into schools constructed specifically for their use.

Building arrangements differed from the foregoing for six of the fifteen overseas schools. Two of these six were accommodated in international schools in France, one was located on an American base in Germany, and another formed part of a modern British school. One Canadian school shared a Belgian school building in Antwerp, and another an Italian school building on the island of Sardinia. Unique financial arrangements had to be made in each of these six cases.

The host countries supplied most of the furniture and heavy equipment for the Canadian schools. Thus Canadian children became familiar with such local furniture as double desks. The chalk boards in the German-built schools impressed many Canadian teachers. When closed the single board assigned to each classroom consisted of a writing surface approximately six feet wide. The board's two shutter-like arms opened from the centre to provide an additional twelve feet of writing surface. A slight pressure on the chalk rail moved the board up or down on its central post, simplifying writing to the extreme top and bottom edges.

Text books in sufficient variety to meet most educational requirements arrived directly from Canada. They were accompanied by a wide assortment of reading, arithmetic, spelling, and other workbooks. Standardized intelligence and achievement tests were provided for each school. Stationery supplies, kindergarten materials, and books for recreational reading were obtained initially from Great Britain and

later from Canada. Orders were placed in Germany for some of the laboratory apparatus and science equipment.

Each principal received a miscellaneous fund of from two hundred to five hundred dollars a year, depending on the size of his school, to cover incidental expenses. Sports equipment was purchased from an athletic fund of twenty-five dollars per room per year.

EXTENT OF THE OVERSEAS SCHOOL SYSTEM

Original Department of National Defence plans called for ten Canadian schools in Europe. Six of these were associated with the Air Force. One Air Force school was located at Air Division Headquarters in Metz, France, and four others were at the fighter wings stationed at various places in France and Germany. The sixth Air Force school was at an international base in Fontainebleau.

Of the four original Army schools, three were located within a twenty-five mile radius of Army Headquarters near Soest in northern Germany. The fourth was at an equipment depot near Antwerp, Belgium.

Additional Canadian schools were established as required to serve new military installations and to cope with increasing enrollments. In September of 1955 two new schools were opened: one at the SHAPE (Supreme Headquarters of Allied Powers in Europe) international base near Paris, and the other on an American base in Germany. Another school was required at Soest the following September. A few months later Canadian teachers joined the staff of the Radcliffe-on-Trent

lasted from January, 1941, to the end of the year.

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school in England to supplement instruction for students from the nearby Langar base. Most isolated from its counterparts was the Canadian school opened in 1958 in Cagliari, Sardinia. This brought to fifteen the number of Canadian schools in Europe as of June, 1960. Further details concerning the location and inception dates of the schools are given in Table III.

Table IV gives the distribution of pupils in the overseas schools. Table V, based on data compiled in the Superintendent's office each September, is a summary of yearly enrollments and indicates the total number of pupils per grade.

Preliminary arrangements in 1954 called for the teaching of kindergarten through grade ten in the overseas schools. Students in grades eleven and twelve took correspondence courses. By September of 1955 grades eleven to thirteen were included in the larger schools in France and Germany. Curricular offerings were limited, however, due largely to the small enrollments in these grades. Of the six thousand pupils enrolled in June, 1960, less than five hundred were in high school, of which less than fifty were in grade thirteen.

TABLE III

LOCATION AND INCEPTION DATE OF DEPARTMENT OF NATIONAL DEFENCE OVERSEAS SCHOOLS
SEPTEMBER 1954-JUNE 1960

School	Affiliated With	Nearest Town	Country	Inception
<u>AIR FORCE SCHOOLS</u>				
<u>One Air Division Headquarters</u> (General Navereau)	1 ADHQ	Metz	France	Sept., 1954
<u>One (Fighter) Wing</u>	1 (F) Wing	North Luffenham Marville	England France	Sept., 1954 March, 1955
<u>Two (Fighter) Wing</u>	2 (F) Wing	St. Avold	France	Sept., 1954
<u>Three (Fighter) Wing</u> (Schoenblick)	3 (F) Wing	Zweibrucken	Germany	Sept., 1954
<u>Four (Fighter) Wing</u> (Rhine Valley Park)	4 (F) Wing	Baden Baden	Germany	Sept., 1954
<u>4 ATAF</u> (Ramstein)	4th Allied Tactical Air Force	Trier Kaiserslautern	Germany Germany	Oct., 1955 Sept., 1958
<u>Langar</u>	30 Air Materials Base	Nottingham	England	Oct., 1956
<u>Aircent</u>	Allied Air Force, Central Europe	Fontainebleau	France	Nov., 1954
<u>SHAPE</u>	Supreme Headquarters Allied Powers in Europe	Versailles	France	Feb., 1955
<u>Decimomannu</u>	Air Weapons Unit	Cagliari	Sardinia	Sept., 1958
<u>ARMY SCHOOLS</u>				
<u>Soest Junior</u>	Canadian Infantry Brigade	Soest	Germany	Sept., 1956
<u>Soest Senior</u>	Canadian Infantry Brigade	Soest	Germany	Sept., 1954
<u>Hemer</u>	Canadian Infantry Brigade	Hemer	Germany	Sept., 1954
<u>Werl</u>	Canadian Infantry Brigade	Werl	Germany	Sept., 1954
<u>Antwerp</u>	Canadian Base Units	Antwerp	Belgium	Sept., 1954

TABLE IV

DISTRIBUTION OF PUPILS PER SCHOOL IN THE
DEPARTMENT OF NATIONAL DEFENCE OVERSEAS
SCHOOLS - JUNE 1955-JUNE 1960

SCHOOL	JUNE					
	1955	1956	1957	1958	1959	1960
One Air Division Headquarters	156	298	426	484	534	607
One (Fighter) Wing	190	366	397	497	602	661
Two (Fighter) Wing	266	427	519	538	677	735
Three (Fighter) Wing	338	413	511	631	754	854
Four (Fighter) Wing	289	378	431	548	641	688
Ramstein		36	123	125	103	106
Langar			42	55	65	92
Aircent	43	69	72	83	96	89
SHAPE	18	19	40	50	55	52
Decimomannu					29	37
Soest Junior			589	536	601	694
Soest Senior	625	905	390	310	410	366
Hemer	272	348	436	678	780	780
Werl	262	333	444	402	453	548
Antwerp	52	78	85	38	33	26
TOTAL	2511	3670	4505	4975	5833	6335

TABLE V

DISTRIBUTION OF PUPILS PER GRADE IN THE
DEPARTMENT OF NATIONAL DEFENCE OVERSEAS
SCHOOLS - SEPTEMBER 1954-SEPTEMBER 1959

GRADE	YEAR					
	Sept. 1954	Sept. 1955	Sept. 1956	Sept. 1957	Sept. 1958	Sept. 1959
Kindergarten	262	370	565	596	762	687
Grade I	316	494	664	707	785	846
II	272	443	608	667	696	753
III	201	412	589	641	643	699
IV	107	295	549	578	617	598
V	91	180	388	543	604	564
VI	82	137	257	400	555	631
VII	67	126	202	255	399	534
VIII	64	89	182	222	263	403
IX	40	90	153	199	223	273
X	19	29	109	151	159	218
XI	12	28	51	76	107	115
XII	4	13	29	34	58	84
XIII	3	7	12	21	33	46
High School Commercial						12
TOTAL	1540	2713	4358	5090	5904	6463

CHAPTER III

LOCATION AND DEVELOPMENT OF EACH OF THE OVERSEAS SCHOOLS

At its inception in September, 1954, the Canadian Department of National Defence overseas school system consisted of ten schools in improvised quarters in France, Germany, Belgium and England. By June of 1960 the overseas school system had expanded to fifteen schools in more equitable accommodation in the afore-mentioned countries plus Sardinia. Marked similarities developed among some of the schools owing to their location and the branch of the Armed Forces with which they were affiliated. Also because of location and affiliation other schools had no counterpart in the system. The overseas schools are classified as to their affiliation in Table III.

THE PRINCIPAL AIR FORCE SCHOOLS

One Air Division Headquarters

In September of 1954 the first school for dependents of Air Division personnel was located on two floors above a cafe in downtown Metz. The school accommodated some one hundred twenty pupils in its thirteen rooms.

The following September kindergarten to grade four moved into the first school building to be completed in the Canadian housing area. Meanwhile the senior grades worked in a borrowed French school for a month while awaiting conversion of an office building which had been

moved into the housing area for their use.

The elementary building had been enlarged before the school received its official opening in October, 1956, when General Navereau of the French army was invited to give his name to the Canadian school.

Continued increases in enrollment necessitated the opening of two classrooms in a barrack block on the Headquarters base in 1958. A new school building was erected in the housing area in 1959. By June, 1960, half of the barrack block was being used as partial accommodation for some six hundred pupils then registered in the Headquarters area.

One (Fighter) Wing

In September, 1954, the school for dependents of One (Fighter) Wing opened on the Wing's base at North Luffenham, England. The entire Wing, including its school, began the move to Marville, France, early in 1955. For the remainder of the term classes were held in a section of a convent in Marville loaned to the Canadians for the purpose.

A one-storey building in the Canadian housing area was ready for occupancy in September, 1955. Classes had outgrown the school by 1957, at which time two rooms were opened in a barrack block on the base. By 1960 an entire barrack block had been converted to provide classrooms for two hundred senior students. Altogether over six

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hundred and fifty pupils were enrolled in the two sections of the One (Fighter) Wing school by June of 1960.

Two (Fighter) Wing

A French-built housing project in the suburbs of St. Avold accommodated both the Canadian dependents of Two (Fighter) Wing and the French families of a local mining community. This housing project included a large school for the use of both Canadian and French pupils. At first the two national groups communicated by means of a door in the partition separating their sections of the school. The barring of this door by French authorities severed any ties that had been made between the Canadian and French children.

The housing project also included a smaller school occupied by Canadian primary pupils. By 1959 increased enrollment necessitated taking over the greater part of a barrack block on the base for grade seven to thirteen pupils.

By June, 1960, the enrollment in Two (Fighter) Wing was over seven hundred.

Three (Fighter) Wing

Volunteer teachers had conducted a school on the base at Three (Fighter) Wing for some months prior to the organization of the overseas school system. After September, 1954, authorized teachers continued the classes on the base. In the spring of 1955 primary grades moved into the first completed wing of the school located in

the housing area, and all grades moved to the new school by the end of the term.

Four years later, however, overcrowding in the main school caused the reopening of classes on the base. Still more barrack-block rooms were opened during the next two years as enrollment figures rose to over eight hundred and fifty by the end of the 1960 school term.

Included in the 1960 figures were some one hundred students registered in grades ten to thirteen, which constituted the largest number of high school students in any one of the ten overseas high schools.

Four (Fighter) Wing

Part of a private boarding school in Baden Baden provided accommodation for the unofficial school conducted for dependents of Four (Fighter) Wing in the spring of 1954. Seven rooms in the education building, the recreation hall, and a laundry hut provided accommodation for the official school when it began that September.

Early in 1955 pupils began to move into the new school building in the housing area adjoining the base. By June, 1955, some three hundred pupils occupied the twelve classrooms, music room, laboratory, and audio-visual aids room in the school. The combined auditorium and gymnasium was ready for the 1956-1957 term. Although additional classrooms were added, increased enrollment made it necessary to again open some of the classrooms on the base. By June, 1960,

• $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

the enrollment was almost seven hundred.

THE PRINCIPAL ARMY SCHOOLS

In compliance with Canada's commitment to The North Atlantic Treaty Organization a Canadian Infantry Brigade moved into British-occupied north-western Germany in 1951. The Brigade established its headquarters first at Hanover and then at Soest. Canadian bases or forts were built south and west of Soest within an area that included the towns of Werl and Hemer. Housing developments for Canadian dependents were built near the towns.

The first Canadian children in the area attended either the local German schools or the schools established by the British for the education of their own dependents. In 1954 most of these Canadians transferred to classes conducted at the various Canadian forts. In October, 1955, Mr. Low presided at the official openings of the three newly-completed schools at Soest, Hemer and Werl.

Soest

In 1954 Soest's enrollment of three hundred and fifty pupils was the largest in the overseas school system. By the time a second school was ready for operation in September, 1956, Soest's enrollment figures had increased to over a thousand. The two schools, each with its own principal, became Soest Senior and Soest Junior respectively.

Crowded conditions in the Soest Junior school necessitated

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the continued use of classrooms at nearby forts. Some seven hundred pupils were enrolled in Soest Junior school in June, 1960.

Hemer

In June, 1960, Hemer was the largest of the overseas schools with an enrollment of almost eight hundred pupils. The main school consisted of twenty-four classrooms plus a library and auditorium. Eight additional classrooms housing some two hundred primary children were located at a nearby fort.

Until the fall of 1958 high school students were transported to Soest. In September, 1958, a high school department was organized in the Hemer school. Only the Ontario General Course was offered that year, but the following year Hemer became the first of the overseas schools to offer a Commercial Course as well as an academic high school program.

Werl

The Werl school was unique in its combination of French and English speaking classes under a bi-lingual principal. The French pupils constituted about one-third of the five hundred and fifty pupils enrolled in June, 1960, and occupied seven of the twenty classrooms in the school.

Having no high school accommodation of its own, Werl transported its English-speaking high school students to the Soest Senior school. Until 1960 no French-speaking pupils had gone beyond grade nine in the overseas schools and the provision of French high school

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courses had not become a problem as of that date.

Careful planning was needed in the Werl school to bring the maximum benefits to both language groups. Circulars were issued in both languages; classes were exchanged for daily half-hour lessons in the second language; weekly assemblies were conducted alternately in each language; intermingling of both groups was encouraged on the playground and in organized sports.

CANADIANS IN TWO INTERNATIONAL SCHOOLS

The Department of National Defence decided not to operate schools of its own for dependents of Canadian military personnel connected with AAFCE (Allied Air Force, Central Europe) and SHAPE (Supreme Headquarters Allied Powers in Europe). Instead the Canadian children formed one of eighteen national groups for whom the French Ministry of Education, with some assistance from NATO, provided special educational facilities in the way of two international schools. In addition to supplying buildings, equipment, French text books and French teachers, the Ministry undertook the operation and maintenance of the international schools.

An agreement (called a convention) signed in July, 1954, by the French Ministry of Education and SHAPE authorities granted certain educational privileges to each national group. The convention allowed national teachers to provide six hours of instruction per week in the national language. It specified that the basic subjects

of language, history and geography should be taught by the national teachers. It suggested that special classes in French should be provided for pupils entering the international schools without previous knowledge of the French language.¹²

The national teachers, like their French counterparts, were under the jurisdiction of the French Ministry of Education. They looked upon the French Headmaster as the principal of the school in all matters involving regulations and policies. The national teachers were responsible to their own educational authorities, however, in matters pertaining to their own curriculum.

The SHAPE school was located in SHAPE Village near Versailles. As the school grew it occupied a series of remodelled buildings, part of an ancient chateau, and a block of twenty-four new classrooms built especially for its use.

The AAFCE school was located near Fontainebleau. This school moved into the first wing of its newly-constructed building in 1954. By 1959 the number of classrooms had increased from ten to thirty-six.

The Canadian sections of the SHAPE and AAFCE schools were designated as SHAPE and Aircent, respectively, for official purposes.

SHAPE

Canadian dependents at SHAPE Headquarters attended the British section of the international school until overcrowding forced removal of the twenty-two Canadian pupils to a newly-organized Canadian section in February, 1955.

By June of 1960 fifty-two Canadian pupils were enrolled in grades one to ten at SHAPE. The elementary pupils were divided between a hut in the original buildings and a small room in the chateau. The eight senior students occupied what had once been the small gatehouse at the entrance to the chateau grounds.

Aircent

Of the seventy-nine Canadian school-age children at Fontainebleau in September, 1954, thirty-three were enrolled in private schools, four in the British section of the international school, and the remaining forty-two in the all-French section of the international school. Pupils in the French section transferred to a new Canadian section organized in November of that year. By June of 1960 some ninety Canadian pupils were registered in grades one to twelve in the Aircent school. They occupied three classrooms, of which the largest had been partitioned to provide a fourth room for a small grade twelve class.

CANADIANS IN A BRITISH SECONDARY-MODERN SCHOOL

Langar

Dependents from Canada's Air Material Base (30 AMB) attended local British schools in Bingham until the base was moved to Langar, near Nottingham, in 1956. A Canadian housing area was then provided at Radcliffe-on-Trent, and educational arrangements were made there for the 1956-57 school term.

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As far as possible the Canadians made use of the British educational facilities in Radcliffe-on-Trent. Canadian pupils under eleven years of age attended the Elementary School of the Nottingham County Council. Together with the British pupils they wrote the eleven-plus examinations which entitled successful candidates to attend a grammar or academic type of secondary school.

British pupils who failed the examinations entered the three-year pre-vocational program offered in the Secondary-Modern school. However, the pre-vocational program was not practical for pupils returning to Canada. Therefore Canadian teachers joined the staff of the Secondary-Modern school to supplement instruction for Canadian pupils over eleven years of age.

The Canadian section of the Radcliffe-on-Trent Secondary-Modern school was listed in official files as the Langar school. In June, 1960, Canadian enrollment was nearly one hundred pupils. These pupils were registered in grades five to twelve for classes taught by Canadian teachers and in forms one to four for classes taught by British teachers.

CANADIANS ON AN AMERICAN AIR FORCE BASE

In June, 1955, Canadians stationed at the Fourth Allied Tactical Air Force Headquarters (4ATAF), then near Trier in Germany, requested that some form of Canadian schooling be provided in the area. As a result a pre-fabricated hut loaned by the French Air

1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 2680, 26

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Force provided classroom facilities for some thirty Canadian pupils enrolled for the 1955-56 term.

In the next two years, during which enrollment figures reached one hundred and fifty, Canadian pupils occupied whatever accommodation was available. For an eight-month period they attended classes in the afternoons only in a school used by German pupils in the mornings. Later, elementary pupils moved into six classrooms in a partially converted house while grades seven to twelve moved to the second storey of a German school. Unsatisfactory heating, plumbing and playground facilities in the German school curtailed school hours to morning sessions for the senior pupils.

Ramstein

When 4 ATAF moved to Ramstein in 1958, the Canadians were given their own school on the American base. The Ramstein school consisted of five pre-fabricated huts joined together to take advantage of a central heating system. Besides the ten classrooms there was an assembly hall, science laboratory, store room, staff room, and principal's office.

Students in grades eleven to thirteen were transported twenty-five miles to the high school at Three (Fighter) Wing located at Zweibrucken. Grades one to ten in the Ramstein school numbered just over one hundred pupils in 1960.

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. Smith & L. Henry.

CANADIANS SHARING A BELGIAN SCHOOL

The first school at Canadian Base Units, Antwerp, was located some miles from the city in the basement of the headquarters building. A new location was necessary in 1957 when the Canadian garrison was reduced and the building vacated.

Antwerp

The city of Antwerp, on the suggestion of Alderman Madame Mathilde Schroyens, offered the Canadians the use of part of a Belgian school in Antwerp as of September, 1957. The offer included free rent and utilities.

The school was built around a paved courtyard from which a door provided the only access to each of the separate sections. The Canadian section consisted of three rooms one above the other. Washrooms were located in a small building in the courtyard.

At its peak Canadian enrollment was about one hundred in the Antwerp area. By June, 1960, the Antwerp school had become the smallest of the overseas schools with an enrollment of twenty-six pupils. The grades taught ranged from one through nine.

CANADIANS SHARING AN ITALIAN SCHOOL

Decimomannu

The Canadian Air Weapons Unit, stationed at Decimomannu on the island of Sardinia, required school facilities for its dependents as of September, 1958.

THE HISTORY OF THE

The first school at Cambridge was founded in 1584, and was called the Cambridge School. It was founded by the Rev. John Dod, who was a member of the Cambridge University. The school was founded in the year 1584, and was called the Cambridge School. It was founded by the Rev. John Dod, who was a member of the Cambridge University. The school was founded in the year 1584, and was called the Cambridge School. It was founded by the Rev. John Dod, who was a member of the Cambridge University.

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Space for the Decimomannu school was found in a new six-storey school building in downtown Cagliari, the capital of the island. The Canadians occupied two rooms and a small office on the third floor of the building. The floor below housed the Italian private school which owned the building, and the floor above an Italian technical high school.

Less than forty pupils from grades one to eight were enrolled in the two classrooms of the Decimomannu school in 1960.

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CHAPTER IV

CURRICULUM IN THE OVERSEAS SCHOOLS

THE CURRICULUM AS A WHOLE

Inception

When Mr. Low assumed office as Director of Education for the Department of National Defence overseas schools in 1954 he also assumed responsibility for the curriculum.¹³ In carrying out his curricular responsibility he was assisted by the Dependents' Education Committee and by Mr. Ritter, the Superintendent of Education for the overseas schools. As a result of their combined effort two courses of study, one for the Primary and Junior Divisions and another for the Intermediate Division were ready for distribution in September, 1954.

Mr. Low intended to make the overseas elementary and intermediate curriculum a composite of the curricula of the ten Canadian provinces. When completed, however, the curriculum resembled that of Ontario more closely than the composite he hoped to achieve. The Ontario high school curriculum was adopted without change when senior high school courses were offered overseas in 1955. The relatively large proportion of Ontario students in the overseas schools and the acceptance of Ontario high school graduates by most Canadian universities were reasons given by one of the overseas superintendents for using the Ontario curriculum in the overseas high schools.¹⁴

THE HISTORY OF THE UNITED STATES

THE HISTORY OF THE UNITED STATES

Page 10

The history of the United States is a story of a people who have built a great nation from a small colony.

The first settlers came to the New World in search of a better life, and they found it.

They built a great nation, and they have built it on the principles of liberty and justice for all.

The history of the United States is a story of a people who have built a great nation from a small colony.

They built a great nation, and they have built it on the principles of liberty and justice for all.

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To the extent that text books determine subject-matter content, the overseas curriculum possessed factors common to the curricula of many Canadian provinces. By the time the Department of National Defence had included Ontario's authorized text books, as well as those listed for permissive use in that province,¹⁵ copies of most of Canada's available text books had been placed in the overseas schools.

Some idea of the philosophy underlying the overseas curriculum may be obtained from the introduction to the Elementary and Intermediate courses of study:

Full advantage should be taken, while students are attending DND (Department of National Defence) schools in Germany (and France), of the opportunity to introduce them to Europe and Europeans, to instill in them an understanding of European history, customs and ways of thought, and to lead them to an appreciation of the historical and cultural links which still exist between the old world and the new.¹⁶

Suggestions were made in each subject area of the curriculum for emphasizing the European point of view. French became a mandatory subject, and German a recommended one, throughout the elementary and intermediate school. The metric system was added to the arithmetic course. European masters were emphasized in the art and music programs. Social studies in each grade began with the geography and history of the immediate area.

At the same time attention was also directed to the privileges and responsibilities of Canadian citizenship. The use of Canadian text books provided a strong link with the patterns of society awaiting students on their return to Canada. The courses

of study, especially in the social studies program, placed particular emphasis on a comparison between European and Canadian customs and cultures. Contributions in the arts and sciences made by both Europeans and Canadians were also stressed.

Revision of the curriculum

At its inception plans were laid for the revision of the overseas curriculum after a two-year trial period. At the end of this time the teachers were to meet to discuss improvements in organization and content.

In February, 1956, about one hundred and fifty teachers met as planned for a two-day conference in Baden Baden, Germany. Some of the suggestions made at the conference appeared as amendments to the curriculum in September, 1956.

Many of the amendments were aimed at obtaining greater uniformity between the courses of study and available text books. The amendment dealing with the elementary arithmetic course was a case in point.¹⁷ Other amendments further defined programs which appeared in the original courses of study. The social studies course for grades four, five and six was programmed into the topics and sub-topics to be covered during each month of the school year.¹⁸ Some amendments changed the emphasis and amount of work to be covered in particular subjects. Amendments to the language course in the intermediate grades stressed the importance of creative English and sug-

gested that students do at least one item of creative writing each week.¹⁹

Further discussion concerning the curriculum occupied part of the second teachers' conference held in 1958. Recommendations at that time concerned the clarification and better implementation of the various aspects of the curriculum.

Principals' conferences were held at least three times a year at alternate Army and Air Force centres. Curricular matters figured prominently on the agenda at each of these conferences. Basic policy was established in such matters as the kindergarten program, pupil report cards, and inter-school sports.

THE CURRICULUM IN THE ELEMENTARY SCHOOL

Kindergarten

Although the 1954 course of study made no mention of kindergartens as such, teachers, classrooms and supplies were provided for them. At first kindergarten teachers followed the curricula they had used in their home schools. At their meeting during the Baden Baden conference in 1956 the kindergarten teachers decided on a more uniform program. Their aims were socialization, orientation to good school attitudes and behavior, and completion of a reading readiness program. Reading readiness was again emphasized at the 1958 conference at which time permission was requested, and subsequently granted, to obtain a suitable reading readiness workbook for distribution to kindergarten pupils.²⁰

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Primary division

Table VI shows the number of hours per week suggested by the Superintendent of Education for each subject in the elementary grades. The program for grade one deviated somewhat from that shown in the table.

Course content in most primary school subjects was almost identical to that of the Ontario schools.²¹ A comparison between the overseas and Alberta school systems disclosed some variance in the arithmetic and social studies programs, as shown in Tables VII and VIII. The overseas primary pupils went beyond those of Alberta in learning addition, subtraction, and multiplication as well as in writing numbers. However, the overseas pupils did not attempt division until grade four.

The overseas primary social studies program emphasized the geography and customs of the area in which the school was located and for this reason pupils learned less about Canada and more about foreign countries than did primary pupils in Alberta.

Conversational French was an important subject in the Canadian primary grades in Europe. Pictures, games and songs were employed during the daily twenty-to-thirty minute periods to build up a practical vocabulary.

Junior division

Allotments of time per subject in grades four, five and six are given in Table VI.

THE FIRST OF JULY

On the first of July, the day of the year when the sun is at its most powerful, the world is in a state of perfect harmony. The sun, the moon, and the stars are all in their proper places, and the earth is in a state of perfect health.

THE SECOND OF JULY

On the second of July, the day of the year when the sun is at its most powerful, the world is in a state of perfect harmony. The sun, the moon, and the stars are all in their proper places, and the earth is in a state of perfect health. The sun is at its most powerful, the moon is at its most powerful, and the stars are at their most powerful. The earth is in a state of perfect health, and the world is in a state of perfect harmony.

THE THIRD OF JULY

On the third of July, the day of the year when the sun is at its most powerful, the world is in a state of perfect harmony. The sun, the moon, and the stars are all in their proper places, and the earth is in a state of perfect health. The sun is at its most powerful, the moon is at its most powerful, and the stars are at their most powerful. The earth is in a state of perfect health, and the world is in a state of perfect harmony.

On the fourth of July, the day of the year when the sun is at its most powerful, the world is in a state of perfect harmony. The sun, the moon, and the stars are all in their proper places, and the earth is in a state of perfect health. The sun is at its most powerful, the moon is at its most powerful, and the stars are at their most powerful. The earth is in a state of perfect health, and the world is in a state of perfect harmony.

THE FIFTH OF JULY

On the fifth of July, the day of the year when the sun is at its most powerful, the world is in a state of perfect harmony. The sun, the moon, and the stars are all in their proper places, and the earth is in a state of perfect health. The sun is at its most powerful, the moon is at its most powerful, and the stars are at their most powerful. The earth is in a state of perfect health, and the world is in a state of perfect harmony.

TABLE VI

TIME-ALLOTMENT PER SUBJECT IN THE DEPARTMENT
OF NATIONAL DEFENCE OVERSEAS SCHOOLS -
PRIMARY AND JUNIOR DIVISIONS

Subject	Number of Hours Per Week	
	Primary Division Gds. I - III	Junior Division Gds. IV - VI
English: Reading and Literature Language Spelling Writing	10	8.5
Social Studies	2	4
Health and P. T.	1.5	1.5
Natural Science	1.5	1.5
Arithmetic	3	3
Music	1.5	1.5
Art	1.5	1.5
Religious Instruction	1.5	1
Conversational French	2.5	2.5
Total	25	25

The eight-and-a-half hours per week devoted to English were divided into daily half-hour periods for supervised reading and language practice, and into shorter periods for spelling and writing. Considerable stress was placed on the ability to express oneself in both written and oral language.

TABLE VII

A COMPARISON OF THE CONTENTS OF THE ARITHMETIC PROGRAM
IN THE DEPARTMENT OF NATIONAL DEFENCE OVERSEAS
SCHOOLS AND ALBERTA SCHOOLS -
PRIMARY DIVISION

Grade	Course Element	Overseas Schools	Alberta Schools
I	Counting and number recognition Writing digits Addition and subtraction Ordinal numbers	To 100 To 10 To 10 Meaning of 1st to 5th	To 20 To 10 To 6 Meaning of 1st to 6th or 7th
II	Counting Writing digits Addition and subtraction Higher decade addition and subtraction Ordinal numbers Fractions	Extended beyond 100 To 100 To 18 -- To 10th Meaning of $\frac{1}{2}$, $\frac{1}{4}$	To 100 To 100 To 11 To 19 To 10th Meaning of $\frac{1}{2}$, $\frac{1}{4}$
III	Reading and writing numbers Addition and subtraction Operations in addition Operations in subtraction Multiplication Division	To 10,000 -- Introduction of carrying Introduction of borrowing By 2, 3, 4, and 5 Not attempted	To 999 To 18 Introduction of carrying Introduction of borrowing By 1, 2, and 3 By 2 and 3

TABLE VIII

A COMPARISON OF THE CONTENTS OF THE SOCIAL STUDIES
PROGRAM IN THE DEPARTMENT OF NATIONAL DEFENCE
OVERSEAS SCHOOLS AND ALBERTA SCHOOLS -
PRIMARY DIVISION

Grade	Overseas Schools	Alberta Schools
I	THE HOME THE SCHOOL OUR COUNTRY'S FLAG AND OTHER FLAGS	OUR HOME SPECIAL HOLIDAYS OUR NEIGHBOURHOOD
II	THE COMMUNITY - Geography People Services Communication SPECIAL DAYS - Canadian Host Country	OUR SCHOOL WORKERS WHO BRING US FOOD COMMUNITY HOLIDAYS OUR NEIGHBOURHOOD
III	PEOPLE IN OTHER LANDS - Immediate Community and Country Geographic Skills and Concepts Peoples of Europe, China, Mexico, India, Russia, South Seas	OUR COMMUNITY PEOPLE OF OTHER PLACES AND TIMES How Our Community Lives How People Live Without Machinery How Modern Man Overcame the Obstacles of Geography How We Use Natural Wealth

Natural science was emphasized throughout the elementary grades. Objectives of the program were to interest the children in nature, make them aware of the influence of environmental factors on plant and animal life, and train them in accurate observation and in

the experimental method.

The arithmetic program outlined in the overseas elementary course of study was identical to that in Ontario.²² Table IX shows how the original overseas arithmetic program in grades four, five and six varied from the elementary arithmetic program in Alberta. The main differences occurred in the manipulation of fractions in the fifth and sixth grades. Amendments made at the 1956 Baden Baden teachers' conference tended to bring the overseas and Alberta elementary arithmetic programs into closer agreement.²³

The elementary overseas curriculum departed somewhat from the Ontario curriculum in social studies. However, differences occurred in the arrangement and titles of topics rather than in the material covered in each topic.

Actual differences in content existed between the overseas and Alberta social studies curricula, as shown in Table X. Canadian exploration was studied by Alberta pupils in grade five and by overseas pupils in grade six. Modern Canada was a grade six social studies topic in Alberta but was not included in the elementary program of the overseas schools.

THE CURRICULUM IN THE INTERMEDIATE SCHOOL

In 1954 the intermediate division in the overseas school system included grades seven to ten. A separate course of study for the intermediate division outlined the curriculum for each of the

the experimental method.

The following program was followed in the operation of the

series of experiments: (1) to determine the effect of the

amount of light on the rate of photosynthesis; (2) to

determine the effect of the amount of carbon dioxide on the

rate of photosynthesis; (3) to determine the effect of the

amount of water on the rate of photosynthesis; (4) to

determine the effect of the amount of chlorophyll on the

rate of photosynthesis.

The following apparatus was used in the operation of the

series of experiments: (1) a glass jar; (2) a glass plate;

(3) a glass tube; (4) a glass funnel; (5) a glass

reservoir; (6) a glass stopper.

The following substances were used in the operation of the

series of experiments: (1) carbon dioxide; (2) water;

(3) chlorophyll; (4) light; (5) heat; (6) oxygen.

The following results were obtained in the operation of the

series of experiments: (1) the rate of photosynthesis

increased with the amount of light; (2) the rate of

photosynthesis increased with the amount of carbon dioxide;

(3) the rate of photosynthesis increased with the amount of

water; (4) the rate of photosynthesis increased with the

amount of chlorophyll; (5) the rate of photosynthesis

TABLE IX

A COMPARISON OF THE CONTENTS OF THE ARITHMETIC PROGRAM
IN THE DEPARTMENT OF NATIONAL DEFENCE OVERSEAS
SCHOOLS AND ALBERTA SCHOOLS-JUNIOR DIVISION

Grade	Course Element	Overseas Schools	Alberta Schools
IV	Multiplication	By 6 to 10	By 4 to 10
	Division	By 1 to 9	By 2-digit multiplier By 4 to 9
V	Multiplication	By 11 and 12	By 4-digit multiplier
	Division	By 2-digit divisor	By 2-digit divisor
	Addition of fractions	With like denominators or with only one fraction to be changed	Proper fractions, mixed numbers, whole numbers
	Subtraction of fractions	With like denominators or with only one fraction to be changed	Proper fractions, mixed numbers, whole numbers, no borrowing
	Measurement	Not attempted	Perimeter
VI	Division	By 2-and 3-digit divisor	By 3-digit divisor
	Addition and subtraction of proper fractions	With answers as proper fractions or mixed numbers	Adding 2 or 3 more difficult fractions
	Multiplication of proper fractions	Not attempted	By proper fractions, mixed numbers, whole numbers
	Division of proper fractions	Not attempted	By proper fractions, mixed numbers, whole numbers
	Addition and subtraction of decimal fractions	To 3 places	Any numbers
	Multiplication of decimal fractions	Not attempted	By whole numbers, decimals, multiples of 10
	Division of decimal fractions	Not attempted	By whole numbers, decimals, multiples of 10

TABLE X

A COMPARISON OF THE CONTENTS OF THE SOCIAL STUDIES PROGRAM
IN THE DEPARTMENT OF NATIONAL DEFENCE OVERSEAS
SCHOOLS AND ALBERTA SCHOOLS-JUNIOR DIVISION

Grade	Overseas Schools	Alberta Schools
IV	LEARNING ABOUT OUR WORLD- Our Local Community How Man Travels How Man Communicates Food for Man Interdependence of People Our Commonwealth Detailed Map Study	How Pioneers Settled the New World How We Live and Work in the Modern World How Trading Improves Our World How Brave and Wise Men Have Helped Our World
V	WORLD EXPLORATIONS- Detailed Map Study The Search for a Sea Route to the East Portuguese and Spanish Rivalry Around the World Polar Explorations The Race to the South Pole	How Canadians Established Themselves from Sea to Sea How Alberta Provides for Her People How Global Patterns Affect Us How Science Has Affected Our Culture
VI	EXPLORATION OF CANADA- Essential Geographic Background The Discovery of North America The French Settlements of North America West to the Rockies North to the Arctic West to the Pacific	How Men Lived and Worked Through the Ages How Men Live and Work in Canada Today How We Control Global Patterns How Science Has Affected Our Industries

four grades. While the overseas courses were similar to those offered in Ontario, the program lacked Ontario's breadth of choice. Small enrollments in the overseas schools made a single program without options mandatory in each grade.

As high schools increased in number and in size, some principals included grade ten in their high school organization. At their conference in November, 1959, all principals agreed to incorporate grade ten into their high schools and to follow the Ontario course of study and text book prescriptions for that grade.

The overseas intermediate school program was based on either a forty or a forty-five period week. Table XI indicates the periods in a forty-period week allotted to each subject in grades seven, eight and nine.

A comparison of the subjects offered in the Alberta junior high school and the overseas intermediate school is given in Table XII.

CURRICULUM IN THE HIGH SCHOOL

High school classes commenced in the overseas schools in September, 1955. The Ontario curriculum was followed in grades eleven to thirteen from the beginning of the high schools, and in grade ten after November, 1959.

From 1955 to 1959 only the Ontario General Course was available in the overseas high schools. Requirements for each year of the General Course are shown in Tables XIII to XV. Requirements for

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TABLE XI

TIME-ALLOTMENT PER SUBJECT IN THE DEPARTMENT
OF NATIONAL DEFENCE OVERSEAS SCHOOLS -
INTERMEDIATE DIVISION

Subject	No. of Periods per 40-Period Week		
	Gr. VII	Gr. VIII	Gr. IX
English:			
Literature	4	4	4
Composition, Grammar	4	4	3
Spelling	2	2	-
Library	1	1	-
Social Studies:			
History	4	4	4
Geography	3	3	3
Health and P. T.	3	3	3
Mathematics	5	5	5
Science	3	3	5
Art	2	2	2
Music	2	2	3
Religious Instruction	2	2	2
Conversational French or French (Gr. IX)	4	4	5
Assembly	1	1	1
Total	40	40	40

RESEARCH REPORT ON THE
- ECONOMIC AND SOCIAL CONDITIONS OF
INDONESIA (1960-1965)

No. of persons per 1000 population			Year
1960	1961	1962	
1	1	1	Population
2	2	2	Male
3	3	3	Female
4	4	4	Urban
5	5	5	Rural
6	6	6	Java
7	7	7	Sumatra
8	8	8	Borneo
9	9	9	Java
10	10	10	Sumatra
11	11	11	Borneo
12	12	12	Java
13	13	13	Sumatra
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93	93	93	Java
94	94	94	Sumatra
95	95	95	Borneo
96	96	96	Java
97	97	97	Sumatra
98	98	98	Borneo
99	99	99	Java
100	100	100	Sumatra

TABLE XII

A COMPARISON OF REQUIREMENTS FOR GRADES VII, VIII, AND IX IN THE
DEPARTMENT OF NATIONAL DEFENCE OVERSEAS SCHOOLS WITH
REQUIREMENTS FOR JUNIOR HIGH SCHOOL IN ALBERTA

	Overseas Schools	Alberta Schools
Compulsory Subjects	English: Language Literature Writing Spelling Social Studies Mathematics Science Physical Education Health and Guidance Religious Instruction Music Art Conversational French (Gr. VII, VIII) French (Gr. IX)	Language Literature Social Studies Mathematics Science Physical Education Health and Personal Development Student Government and Associated Activities
Exploratory Subjects	No provision made	Fine Arts: Art Music Drama Practical Arts: Home Economics Industrial Arts Agriculture Community Economics Oral French Typewriting

TABLE XIII

A COMPARISON OF REQUIREMENTS FOR THE GRADE X GENERAL COURSE
IN ONTARIO AND IN THE DEPARTMENT OF NATIONAL DEFENCE
OVERSEAS SCHOOLS WITH REQUIREMENTS FOR THE
GRADE X GENERAL COURSE IN ALBERTA

	Ontario and Overseas Schools	Alberta Schools
Constants or Obligatory Subjects	<p>English Language Literature</p> <p>Social Studies (Canada and the Modern World)</p> <p>Physical Education</p>	<p>Language Literature</p> <p>Social Studies (Ancient Origins of Canadian Civilization)</p> <p>Physical Education Health and Personal Development</p>
Electives or Options	<p>Mathematics Algebra and Geometry or Commercial Math. or Industrial Math.</p> <p>Science Structure and Functions of Plants and Animals</p> <p>Latin</p> <p>French</p> <p>Art</p> <p>Music</p> <p>Industrial Arts or Home Economics</p> <p>Agriculture</p> <p>Typewriting or Business Practice</p>	<p>Mathematics (Geometry Core) Mathematics (Business Arith.) Mathematics (Shop Math.)</p> <p>Science (Physical Science) Biology</p> <p>Art (various Fine Arts courses)</p> <p>Music</p> <p>Various Industrial Arts courses Foods and Nutrition Home Economics</p> <p>Agriculture</p> <p>Typewriting</p>

TABLE XIV

A COMPARISON OF REQUIREMENTS FOR THE GRADE XI GENERAL COURSE
IN ONTARIO AND IN THE DEPARTMENT OF NATIONAL DEFENCE
OVERSEAS SCHOOLS WITH REQUIREMENTS FOR THE
GRADE XI GENERAL COURSE IN ALBERTA

	Ontario and Overseas Schools	Alberta Schools
Constants or Obligatory Subjects	<p>English Language Literature</p> <p>History (Ancient World History)</p> <p>Physical Education</p>	<p>Language Literature</p> <p>Social Studies (Modern Background of Canadian Civilization)</p> <p>Physical Education</p>
Electives or Options	<p>(any 3 or 4 of)</p> <p>Mathematics Geometry or Algebra</p> <p>Science (Physics) or Agricultural Science</p> <p>Geography (World)</p> <p>Latin French German Greek Spanish Italian</p> <p>Art or Music</p> <p>Commercial Work Industrial Arts or Home Economics</p> <p>Agriculture</p>	<p>Mathematics (Algebra Core) Mathematics (Consumer Math.) Science (Physical Science)</p> <p>Latin French German Ukranian</p> <p>Art Music</p> <p>Various Commercial courses Woodwork Drafting Home Economics and related courses</p> <p>Dramatics English Literature English Language Law Psychology Sociology</p>

TABLE XV

A COMPARISON OF REQUIREMENTS FOR THE GRADE XII AND XIII GENERAL
COURSE IN ONTARIO AND IN THE DEPARTMENT OF NATIONAL
DEFENCE OVERSEAS SCHOOLS WITH REQUIREMENTS FOR
THE GRADE XII GENERAL COURSE IN ALBERTA

	Ontario and Overseas Gr. XII	Alberta Gr. XII	Ontario and Overseas Gr. XIII
		Senior Matriculation	Senior Matriculation
Constants or Obligatory Subjects	English Language Literature History (World History, Modern) Physical Education	English Language Literature Social Studies (Canada in the Modern World)	English Composition Literature Physical Education
Electives or Options	Mathematics (Algebra or Geometry) Science (Chemistry) or Agricultural Science Agriculture Geography (Regional) Latin French German Greek Spanish Italian Art or Music Commercial Work Industrial Arts or Home Economics	(four of) Mathematics (advanced Algebra) Mathematics (Trigonometry) Physics Chemistry Biology Economics Latin French German Ukranian Music (private study) Accounting Secretarial Training Other Commercial courses Fabrics and Dress Foods and Nutrition	(six of) Algebra or Math. of Investment Trigonometry and Statics Geometry Physics Chemistry Botony Zoology Geography (Canada) History (Canada and the Modern World) Latin French German Greek Spanish Italian Music Accounting Practice or Secretarial Practice

the same grades in the Alberta General Course have been included for comparative purposes.

Overseas students received a Secondary School Graduation Diploma from Ontario upon successful completion of the grade twelve course of study. Those who continued to grade thirteen wrote eight departmental examinations which were marked by the Ontario Department of Education. Successful candidates received the Ontario Secondary School Honour Graduation Diploma for the General Course.

Small enrollments and limited high school facilities forced the overseas schools to cater to the academic program. Options were limited to those subjects which would appeal to the most students and would require the least equipment. However, as enrollment increased the need for a diversified high school program grew. For this reason authorization was given to increase the number of options offered in the larger schools.²⁴ The Soest Senior school offered the commercial options of the General Course as of September, 1957. The following year the school at One Air Division Headquarters was given authority to commence classes in typewriting, business arithmetic, business practice, and bookkeeping. In 1959 the Ontario Commercial Course was offered on an experimental basis at the Hemer School for twelve students unlikely to succeed in the General Course.

CURRICULUM IN THE TWO INTERNATIONAL SCHOOLS

Restrictions imposed by the French government necessitated modification of the overseas curriculum for Canadians registered at

the Aircent school at Fontainebleau and the SHAPE school near Versailles. Negotiations between the Canadian Superintendent and the headmaster of the Aircent school in November, 1954, resulted in the school's Canadian pupils receiving fifty percent of their instruction in English. However, Canadian pupils who enrolled in the SHAPE school in the spring of 1955 received only the six hours of English-language instruction agreed upon by the 1954 convention.*

Canadian parents at both schools expressed dissatisfaction with the curriculum at meetings held with the Superintendent in August, 1956. As of September, 1956, time allotments for English instruction at the SHAPE School were increased to comply with those already in effect at the Aircent school. At the same time the subjects to be taught in English at the Aircent school were more clearly defined as shown in Table XVI.

CURRICULUM IN A BRITISH SECONDARY-MODERN SCHOOL

The Radcliffe-on-Trent Secondary-Modern School was built to accommodate British students who had failed their eleven-plus examinations. Instead of continuing with an academic education these students enrolled in the Secondary-Modern School for three years of practical training in such subjects as language, arithmetic, home economics and industrial arts before entering trade and technical schools.

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TABLE XVI

DISTRIBUTION OF SUBJECTS TO BE TAUGHT
IN THE CANADIAN AND FRENCH SECTIONS
OF THE FONTAINEBLEAU
INTERNATIONAL SCHOOL,
SEPTEMBER, 1956

Grades	Canadian Section	French Section
I-III	English Arithmetic	French Social Studies Science
IV-VI	English History Arithmetic	French Geography Science
VII-VIII	English Arithmetic History Science	French Geography Music Art Physical Education
IX-X	English Mathematics Science History	French Geography Music Art Physical Education

In the fall of 1956 arrangements were made for Canadian students from the Air Material Base at Langar to enter the Radcliffe school. Canadian teachers were temporarily added to the British staff to help meet Canadian curricular requirements. The Canadian teachers augmented the Secondary-Modern program with courses in mathematics,

TABLE 1

ESTIMATES OF THE EFFECTS OF THE
AT THE NATIONAL AND STATE LEVELS
ON THE ECONOMIC
GROWTH OF THE
COUNTRY, 1970-1980

Country	Variable	Variable
IV-VI	Private Investment	Private Investment
IV-VI	Private Investment	Private Investment
VII-VIII	Private Investment	Private Investment
IX-X	Private Investment	Private Investment

The first of the two periods was 1970-1975 and the second was 1976-1980. The first period was used to estimate the effect of the national and state level variables on the economic growth of the country. The second period was used to estimate the effect of the national and state level variables on the economic growth of the country.

science, social studies, French and Latin.

In evaluating the program for Canadian pupils in March, 1957, the overseas Superintendent expressed satisfaction with the progress in grades seven and eight. He suggested, however, that students in the higher grades devote the six hours per week spent in home economics and shop classes to the language and literature courses of the Canadian curriculum, as well as to additional courses in science and mathematics.²⁵

By June, 1957, Mr. Morgan was able to report that:

The Canadian children will be taught their English, mathematics, science, and Canadian history by our four Canadian teachers... in classes that are purely Canadian. The remainder of the students' work will be taken in the school in common with the local English students. We hope that in this way our students will receive instruction in the basic subjects that will keep them in touch with the Canadian program which must be maintained if these children are to fit back in Canadian schools on their return to Canada. At the same time a considerable measure of intermingling in the classes of physical education, art, music, geography, etc...., on the playground and in the general life of the school will take place.²⁶

A SECOND CURRICULUM IN THE WERL SCHOOL

The Werl school required a second curriculum for its French-speaking pupils. Adaptations of the Ontario curriculum and text books were used until September, 1957, when they were replaced by the Quebec curriculum and texts. Reading methods were changed with the introduction of the new readers. Writing instead of printing was taught in grade one. English was scheduled for introduction in grade five.

The French section of the Werl school continued with its

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previous course of study for the English language, however. French-speaking pupils spent daily periods of from twenty to thirty minutes learning English while the English-speaking pupils were learning French.

In June, 1960, the seven rooms of French-speaking students at Werl ranged from kindergarten to grade nine. At that time no provision had been made for senior high school courses or for university entrance examinations for the French students.

EXTRA-CURRICULAR ACTIVITIES

Many of the opportunities to introduce Canadian overseas students to "Europe and Europeans"* were planned as extra-curricular activities. For the most part these activities varied with the location of the school and the inclination of the personnel involved. Extra-curricular activities were followed with interest from the Superintendent's office, and principals were encouraged to report concerning them at their regular meetings.

Principals in many schools organized cultural and industrial tours for their pupils. For example, pupils at Air Division Headquarters visited the Metz cathedral and museum. Grades six to twelve at Three (Fighter) Wing took a bus trip to a Hitler-restored medieval castle. Canadian pupils in Antwerp wrote descriptions for the Army paper of

1. The first step is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

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their visits to the water front and the market place. Pupils in the Army area attended an exhibition arranged by the Westphalia towns of Hemer, Soest and Werl to depict the history and economics of their province. A teacher at Soest arranged transportation for his intermediate students to a rendition of the opera, "The Magic Flute," in a nearby town. In similar fashion a Canadian teacher at the Radcliffe school in England accompanied pupils to a Nottingham concert, and Canadian teachers at Fontainebleau brought senior students into Paris to attend the theatre.

The most ambitious project in which the Canadians participated was what might be called an international tour. In April, 1958, forty American, French, German and Canadian pupils, accompanied by six parents and two American teachers, left the Allied Tactical Air Force base at Trier for a five-day trip to Holland. The American Home and School Association partially financed the trip, and the French Air Force supplied bus transportation. In addition to the usual tourist attractions the visitors inspected a Dutch school and a typical Netherlands farm.

Opportunities for association with children in the host countries varied from school to school. Language barriers curtailed communication even in the international schools where more spontaneous friendships between children of different nationalities might have been expected. Teachers at both international schools planned excursions, dances and sports days in an effort to increase

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friendly relations among the national groups.

In the Two (Fighter) Wing area at St. Avold the French primary inspector and the Canadian school principal conducted an experiment to further understanding between their two groups of pupils. The Canadian school superintendent reported:

In May-June, 1957, a group of fifteen Canadian children and fifteen children from a neighbouring French school met for two hours a week in one or other of the schools under teacher direction. The Canadian teacher was bilingual. The activities were classroom or playground. Both principals reported very favourably on the project...²⁷

The French pupils were nine and ten years of age, as were the Canadian children. All pupils were organized into two-member teams with a Canadian and a French child in each. Using first one language and then the other, the pupils studied simple sentences, poetry, popular songs and films of Canadian life. The principal at Two (Fighter) Wing felt that the experiment was favoured by pupils, parents and teachers, and that "...the barrier which existed between the Canadian and French groups is disappearing."²⁸

Because the Belgian children received no recesses, Canadian and Belgian children seldom met in the paved courtyard which served as a playground for the Antwerp school. However the primary children visited each other in their respective classrooms, and both groups joined at Christmas in the singing of each other's carols.

German-Canadian relations were cordial in the Soest area. Sports meets were held between pupils of both groups. The Canadian skating rink was opened to German children during the weekends.

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During their weekly radio programs Canadian high school students broadcast messages to German teenagers.

An annual sports meet in the Metz stadium furthered friendly relations between French senior students and those of Air Division Headquarters. Canadian primary children were delighted with the visit of the city's mayor before Christmas in 1959. St. Nicholas and his helper, Black Peter, accompanied the mayor and presented small gifts to the children.

Selected pupils at Three (Fighter) Wing participated in an event of an international nature in that they were asked to sing at the International Art and Music Festival held on the American Air Base at Bitburg, Germany, in May of 1958. In addition to the Americans, pupils from Belgium, Luxembourg, France and Germany participated in the festival.

The Junior Red Cross provided opportunities for association with pupils from other countries. A February, 1957, report told of a Canadian and a German Junior Red Cross club working together at Soest. The report also mentioned funds collected for Hungarian relief at Hemer, Metz and SHAPE. During the same year the school at Four (Fighter) Wing was engaged in Red Cross work for a nearby Hungarian refugee camp. The Canadian children presented parcels to the more than three hundred school-age children in the camp. A German Junior Red Cross club joined the Canadians in presenting a concert to collect funds for food for the elderly people in the camp.²⁹

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Canadian overseas students were invited to three Red Cross study centres planned for the summer of 1956 in England, the Netherlands and Germany, respectively.³⁰ Canadian high school students were chosen each year to represent their country at annual Junior Red Cross meetings in Geneva.

CHAPTER V

TWO-YEAR TESTING PROGRAM IN THE OVERSEAS SCHOOLS

INITIAL USE OF TESTS

The Department of National Defence provided standardized intelligence and achievement tests for all grades in its 1954 supplies for the overseas schools. The Superintendent of Education issued instructions for the administration of the tests and the recording of results for both individual pupil-record cards and the central office files.

The mass exchange of staff in the overseas schools in 1956 disrupted the testing pattern established two years earlier. The newly-appointed principals used their own discretion in ordering and administering the standardized tests most appropriate for their particular schools.

INCEPTION OF THE TWO-YEAR TESTING PROGRAM

A Department of Tests, Measurement and Research, established in 1958, organized a testing program:

1. To provide a partial picture of achievement in the Department of National Defence overseas schools.
2. To provide a basis for comparison of achievement in the overseas schools with established norms, at least in some of the major subjects.
3. To establish standards of achievement in certain subjects, within the framework of the overseas schools.

THE YOUNG PEOPLE'S PROGRAM IN THE OVERSEAS SCHOOLS

ARTICLE I

Section 1. The purpose of this program is to provide a systematic

and organized method of instruction in the field of

the overseas schools. The program is to be conducted in

accordance with the principles of the program and the

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Section 2. The program is to be conducted in

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ARTICLE II

Section 1. The program is to be conducted in

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4. To obtain a picture of the difficulties and errors most prevalent throughout the schools.

5. To suggest methods of eliminating these difficulties and errors.³¹

In 1958-59 and again in 1959-60 grades three, six, eight, and ten were chosen for testing, but the subject areas tested varied from the first to the second year. Instructions each year stipulated that the principal or other qualified person assume responsibility for the administration and marking of the tests. Each year the central office spot-checked the marking, tabulated the results, and distributed norms and other data.

TESTING PROGRAM 1958-59

The Department of Tests, Measurement and Research encountered certain difficulties in conducting its first testing program. For example:

1. New supplies of standardized tests could not be obtained from Canada without considerable delay. Therefore principals were asked to forward all testing materials in their schools to the central office for redistribution as required.

2. Improper handling of standardized tests in some schools during the 1956-57 and 1957-58 school years made these tests unreliable as measuring instruments in the 1958-59 testing program.

The Department was aware of the limitations of its first testing program. However it hoped to introduce standardized tests

4. To conduct a study of the effectiveness and costs of the program.

5. To provide a study of the program and its costs.

The 1958-59 and 1959-60 school years, during which the

program was conducted for testing, had a number of changes made

from the first to the second year. The program was

conducted in the first year in the first year of the

for the second year and in the first year of the

central office was responsible for the testing, and the

central office was responsible for the testing.

APPENDIX A

The following is a list of the schools which participated

in the program in the first year of the program. The

schools are:

1. The program was conducted in the first year of the

from 1958-59 to 1959-60. The program was

conducted in the first year of the program in the

central office was responsible for the testing.

2. The program was conducted in the first year of the

from 1958-59 to 1959-60. The program was

conducted in the first year of the program in the

central office was responsible for the testing.

3. The program was conducted in the first year of the

to a number of teachers hitherto unacquainted with their use and to establish correct procedures for future testing.

Table XVII gives the results of the tests administered during the 1958-59 school year. The table shows that, with the exception of English grammar in grade eight, overseas pupils made scores equal to or higher than the test norms.

TESTING PROGRAM 1959-60

Where possible tests used in the 1959-60 program were those for which there were norms from Canadian centres. Achievement batteries suitable for Grades three, six, eight and ten were given preference over single tests.

Table XVIII gives the results of the 1959-60 testing program. An examination of this table reveals that the overseas pupils did at least as well as the sample on which the tests were standardized.

Table XIX shows the grade point averages obtained by the overseas pupils on each of the tests. Norms for the population on which the tests were standardized have been included for comparative purposes. Depending on the grades tested, from fifty-five to eighty percent of the overseas pupils exceeded the standardization norms for the tests.

Table XX gives the grade point averages for the grade three overseas pupils for the various tests of the Stanford Achievement battery. Since the tests were administered in October, the norm in each case was 3.2. An examination of the table shows that overseas grade three pupils were strongest in spelling, paragraph meaning and

TABLE XVII

A COMPARISON OF MEDIAN TEST SCORES OBTAINED BY DEPARTMENT
OF NATIONAL DEFENCE PUPILS, 1958-59, AND TEST NORMS

Grade	Number of Overseas Pupils	Name of Test	Overseas Median	Test Norm
III	591	<u>Dominion Achievement Tests in Silent Reading - Gr. III Vocabulary</u>	41	33
VI	480	<u>Dominion Diagnostic Test in Arithmetic Fundamentals - Gr. V</u>	60	59
VIII	258	<u>Dominion Group Achievement Tests - Gr. VIII, Niagara:</u> Vocabulary Paragraph Comprehension English Grammar Spelling Arithmetic Computation	45 18 25 38 31	37 16 30 38 27
X	150	<u>Hundred Problem Arithmetic Test - (Schorling-Clark Potter) Gr. VII-XII</u>	75	67

NOTE: Here as in succeeding tables tests of significance were not made because the data is meant to be descriptive only.

word meaning, and weakest in arithmetic computation.

Table XXI gives the overseas grade point averages for the various tests of the grade six Stanford Achievement battery. The norm for each test was 6.5. The table reveals that overseas grade

TABLE XVIII

A COMPARISON OF GRADE POINT AVERAGES FOR THE 1959-60 DEPARTMENT OF NATIONAL DEFENCE
OVERSEAS PUPILS WITH OTHER GRADE POINT AVERAGES

Grade	Number of Overseas Pupils	D.N.D. Median I.Q. #	Name of Test	Grade Point Averages		
				Overseas	Sample on Which Test Standardized	Others
III	619	103	<u>Stanford Achievement,</u> <u>Primary Battery,</u> <u>Form J.</u>	3.4	3.2	3.4 (B.C., 1955)
VI	580	109	<u>Stanford Achievement,</u> <u>Intermediate Battery,</u> <u>Partial, Form J.</u>	7.0	6.5	6.7 (B.C., 1956) 7.7 (Calgary, 1960)
VIII	360	107	<u>Iowa Every-Pupil Test of</u> <u>Basic Skills, Test B,</u> <u>Advanced, Form L.</u>	8.3	8.1	
VIII	358	107	<u>Stanford Achievement,</u> <u>Advanced Battery,</u> <u>Partial, Form K.</u>	10.3	8.9	
X	162	102	<u>Cooperative English</u> <u>Test, Form PM.</u>	46"	44"	

#California Short-Form Test of Mental Maturity

"Scaled median score

TABLE XIX

GRADE POINT AVERAGES OBTAINED BY DEPARTMENT
OF NATIONAL DEFENCE OVERSEAS PUPILS
IN THE 1959-60 TESTING PROGRAM

Percentile Norms	Gr. III Stanford Achievement Battery	Gr. VI Stanford Achievement Battery	Gr. VIII Iowa Work-Study Skills	Gr. VIII Stanford Achievement Battery	Gr. X Cooperative English
95	4.5	8.8	10.3	12.0	57 !
90	4.3	8.4	10.0	11.7	54
80	4.1	7.9	9.4	11.3	52
75	3.9	7.7	9.2	11.1	51
70	3.7	7.6	9.0	11.0	50
60	3.6	7.3	8.7	10.7	48
50	3.4	7.0	8.3	10.3	46
40	<u>3.2*</u>	6.8	<u>8.1*</u> 8.0	9.9	45 <u>44*</u>
30	3.1	<u>6.5*</u>	7.7	9.5	43
25	3.0	6.4	7.4	9.2	42
20	2.9	6.2	7.2	<u>8.9*</u>	41
10	2.7	5.7	6.6	8.3	38
5	2.5	5.4	6.0	7.6	34

*Designates grade point average for test concerned.

!Column 6 reports scaled scores.

TABLE XX

GRADE POINT AVERAGES OBTAINED BY GRADE III DEPARTMENT OF
NATIONAL DEFENCE OVERSEAS PUPILS ON THE GRADE III
STANFORD ACHIEVEMENT TEST IN THE 1959-60 TESTING PROGRAM

Percentile	I. Paragraph Meaning	II. Word Meaning	III. Spelling	IV. Arithmetic Reasoning	V. Arithmetic Computation
90	4.6	4.6	4.7	3.8	3.5
80	4.4	4.3	4.6	3.6	3.4
70	4.0	3.9	4.4	3.4	3.2
60	3.7	3.7	4.2	3.3	3.1
50	3.6	3.5	3.9	3.2	3.0
40	3.3	3.3	3.7	3.0	3.0
30	3.1	3.1	3.5	2.9	2.9
20	2.9	2.9	3.1	2.5	2.8
10	2.5	2.5	2.8	2.3	2.7

NOTE: The norm for each test is 3.2.

six pupils were strongest in language, spelling and word meaning, and weakest in paragraph meaning and arithmetic computation.

PARTICIPATION IN ONTARIO GRADE XII TESTING PROGRAM

In the spring of 1959 the Department of Educational Research of Ontario's College of Education collaborated with the Ontario Department of Education to begin a series of tests among the grade twelve

TABLE 1
 SUMMARY OF DATA FOR THE FIRST 100 DAYS OF
 THE 1959-60 GROWING SEASON

I.	II.	III.	IV.	V.
Temperature	Humidity	Wind	Clouds	Rain
70	65	4.5	3.5	0.5
65	60	4.0	3.0	0.5
60	55	3.5	2.5	0.5
55	50	3.0	2.0	0.5
50	45	2.5	1.5	0.5
45	40	2.0	1.0	0.5
40	35	1.5	0.5	0.5
35	30	1.0	0.5	0.5
30	25	0.5	0.5	0.5
25	20	0.5	0.5	0.5
20	15	0.5	0.5	0.5

NOTE: The data for each day is given.

The data for each day is given in the table. The data for each day is given in the table. The data for each day is given in the table.

TABLE 2
 SUMMARY OF DATA FOR THE LAST 100 DAYS OF
 THE 1959-60 GROWING SEASON

The data for each day is given in the table. The data for each day is given in the table. The data for each day is given in the table.

TABLE XXI

GRADE POINT AVERAGES OBTAINED BY GRADE VI DEPARTMENT OF NATIONAL
DEFENCE OVERSEAS PUPILS ON THE GRADE VI STANFORD ACHIEVEMENT
TEST IN THE 1959-60 TESTING PROGRAM

Percentile	I. Paragraph Meaning	II. Word Meaning	III. Spelling	IV. Language	V. Arithmetic Reasoning	VI. Arithmetic Computation
90	9.7	8.9	9.1	8.6	8.4	7.8
80	8.5	8.3	8.3	8.4	8.1	7.3
70	7.8	7.7	7.9	8.0	7.8	7.1
60	7.2	7.5	7.6	7.6	7.5	6.9
50	6.6	7.2	7.2	7.4	7.0	6.6
40	6.2	6.8	6.9	7.1	6.8	6.5
30	6.0	6.5	6.5	6.5	6.8	6.4
20	5.6	6.1	6.2	5.8	6.0	6.0
10	5.0	5.4	5.5	5.1	5.6	5.7

NOTE: The norm for each test is 6.5.

students of that province. A similar series of tests was repeated during the spring months of 1960. Tests administered in Ontario in 1959 were the SATO or Scholastic Aptitude Test, which included scores in vocabulary, comprehension, and mathematics; the CETO or English test; and the CFTO or French test. The Scholastic Aptitude and English tests were administered again in 1960, together with the CCTO, a test in chemistry.

TABLE 1

TABLE 1. SUMMARY OF THE DATA FOR THE 1960-61 FLOODING PROGRAM. THE DATA ARE PRESENTED IN THE ORDER IN WHICH THEY WERE OBTAINED.

I.	II.	III.	IV.	V.	VI.
Period of observation	Period of observation	Period of observation	Period of observation	Period of observation	Period of observation
1	2.7	2.1	2.0	2.4	2.0
2	2.3	2.0	2.4	2.1	2.1
3	2.5	2.7	2.0	2.0	2.7
4	2.2	2.0	2.7	2.7	2.0
5	2.0	2.2	2.4	2.7	2.0
6	2.2	2.0	2.7	2.4	2.0
7	2.0	2.0	2.0	2.0	2.4
8	2.0	2.1	2.4	2.0	2.0
9	2.0	2.1	2.1	2.0	2.7

NOTE: The data are given in the order in which they were obtained.

Summary of the data for the 1960-61 flooding program.

The data are presented in the order in which they were obtained.

The data are presented in the order in which they were obtained.

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The data are presented in the order in which they were obtained.

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Grade twelve students from the Department of National Defence overseas schools were invited to participate in both series. The Department of Tests, Measurement and Research in Metz distributed the tests together with instructions peculiar to their administration in the overseas schools. When completed the tests were returned to Ontario for marking and evaluation.

Table XXII gives the overseas results for grade twelve. An examination of this table shows that these students did as well as those in Ontario during both years of the testing program.

Grade 100 is the highest of the series.

The series is composed of 100 grades.

The series is composed of 100 grades.

The series is composed of 100 grades.

The series is composed of 100 grades.

The series is composed of 100 grades.

The series is composed of 100 grades.

The series is composed of 100 grades.

The series is composed of 100 grades.

TABLE XXII

A COMPARISON OF MEDIAN SCORES FOR THE DEPARTMENT OF NATIONAL
DEFENCE OVERSEAS SCHOOLS AND ONTARIO SCHOOLS IN THE
ONTARIO 1958-59 AND 1959-60 GRADE XII
TESTING PROGRAMS

	Year	SATO		CETO	CFTO
		Scholastic	Aptitude	Achievement	Achievement
		Total	Mathe-	Test in	Test in
		Verbal	matics	English	French
<u>Overseas Schools</u>	1959				
Median Raw Score		32	10	93	77
<u>Ontario Median</u>					
Raw Score		28	8	92	79
<u>Overseas Schools</u>	1960				
Median Raw Score		30	11	68	-
<u>Ontario Median</u>					
Raw Score		28	10	66	-

CHAPTER VI

REVIEW AND TENTATIVE ASSESSMENT OF THE OVERSEAS SCHOOL SYSTEM

REVIEW OF THE STUDY

Major areas in the development of the Department of National Defence overseas school system considered here include the inception and growth of the school system, the identification in brief of each of the schools, the development of the curriculum, and the attempted evaluation of the instruction by means of a testing program.

The Department of National Defence overseas school system received official sanction with the passing of various Orders-in-Council dated from April, 1954. These authorized the Dominion government, through its Department of National Defence, to make the necessary arrangements for the establishment of schools on or near Canadian NATO bases in Europe. Mr. H. R. Low, later first Director of the overseas schools, assumed responsibility for these arrangements, with the assistance of the Dependents' Education Committee of the Department of National Defence.

Each phase in the establishment of the overseas school system presented a situation unique in the history of education in Canada. School buildings were erected, furnished and maintained by the countries in which they were located. Canada leased the buildings for a five- to ten-year period, making its financial arrangements through the

Canadian Treasury Office in London. Some kindergarten and science materials were obtained locally in Europe, but all textbooks and most of the supplies were ordered from the Department of Education in Ontario. Personnel were obtained through cooperation with public and separate school boards across Canada. Principals and teachers were loaned to the Department of National Defence for a two-year period and were paid their regular salaries by their school boards which later were reimbursed by the Department of National Defence. All personnel received free transportation and housing in keeping with their assigned military rank.

Administrative offices in the overseas school system were held by a Director of Education in Ottawa, appointed on a permanent basis, and a Superintendent of Education at Air Force Headquarters in Metz, France, appointed for a two-year period. A Supervising Principal, later assigned the role of Assistant Superintendent, provided some continuity in the overseas schools, having remained in the Army area at Soest since the inception of the system. A Tests and Measurements Officer joined the staff of the Superintendent at Metz in 1958, and an Executive Assistant in 1959.

Expansion was rapid in the overseas school system. In the six year period from 1954 to 1960 the number of schools increased from ten to fifteen, and the number of teachers from one hundred to more than three hundred. Enrollment increased from about fifteen hundred pupils in September, 1954, to over six thousand pupils by June of 1960.

The schools themselves fell into two main categories depending upon whether they were established in conjunction with Air Force or Army bases. The five principal Air Force schools were located at Air Division Headquarters in Metz, France, and at the four Fighter Wings, two of which were in France and two in Germany. Also classed as Air Force schools were the Canadian sections of two international schools near Paris and a school near an Air Materials Base in England. The ninth and tenth Air Force schools, respectively, were on an American base in Germany and in part of an Italian school building on the island of Sardinia.

Four of the five Army schools were in the Canadian Army Brigade area centered at Soest in north-western Germany. The fifth school was affiliated with Canadian Base Units at Antwerp, Belgium.

The buildings erected specifically to house the Canadian schools varied in the quality of architecture and equipment according to the country in which each was located. Less orthodox Canadian school accommodation included barrack blocks on military bases, part of a French chateau, a rent-free section of a Belgian school and classrooms in one of Britain's most modern high schools.

In 1960 the largest Canadian school population, nearly eleven hundred pupils, was concentrated at Soest and was accommodated in two of the fifteen schools. Seven other schools had enrollments ranging from five hundred to eight hundred and fifty pupils. Six schools had one hundred or fewer pupils, with the smallest of these, Antwerp, reporting an enrollment of twenty-six pupils at the end of

the 1960 school term.

In 1954 the grades taught in the overseas school system ranged from kindergarten through grade ten. The following year high school classes were opened in some of the larger schools. By June of 1960, ten of the schools were offering courses leading to complete matriculation.

Two underlying principles governed the choice of a curriculum for the overseas schools. The first was that attendance in the overseas schools should prepare pupils for resumption of their education in Canada. The original intention was to make the overseas curriculum a composite of the curricula of the Canadian provinces. When put into practice, however, the curriculum in the elementary and junior high schools mainly resembled that of Ontario. In 1955 Ontario's curriculum was adopted without change in the overseas high schools. Small high school enrollments limited curricular offerings to the subjects most often in demand in the General course. Commercial options increased in number from year to year but as of June, 1960, only one school was able to offer the full Commercial course to its non-academic pupils.

A comparison of the overseas curriculum with that of Alberta showed some differences in the elementary grades, particularly in social studies and in the emphasis placed on French beginning in the overseas primary division. Differences between the Alberta and overseas curricula became more pronounced in the high school grades. The overseas high schools were geared to the academically inclined.

the 1900 school year.

The 1901 school year was the first year of the school year.

The 1902 school year was the second year of the school year.

The 1903 school year was the third year of the school year.

The 1904 school year was the fourth year of the school year.

The 1905 school year was the fifth year of the school year.

The 1906 school year was the sixth year of the school year.

The 1907 school year was the seventh year of the school year.

The 1908 school year was the eighth year of the school year.

The 1909 school year was the ninth year of the school year.

The 1910 school year was the tenth year of the school year.

The 1911 school year was the eleventh year of the school year.

The 1912 school year was the twelfth year of the school year.

The 1913 school year was the thirteenth year of the school year.

The 1914 school year was the fourteenth year of the school year.

The 1915 school year was the fifteenth year of the school year.

The 1916 school year was the sixteenth year of the school year.

The 1917 school year was the seventeenth year of the school year.

The 1918 school year was the eighteenth year of the school year.

The 1919 school year was the nineteenth year of the school year.

The 1920 school year was the twentieth year of the school year.

The 1921 school year was the twenty-first year of the school year.

The 1922 school year was the twenty-second year of the school year.

The 1923 school year was the twenty-third year of the school year.

The 1924 school year was the twenty-fourth year of the school year.

An additional year was required for matriculation and different subjects were considered mandatory in the overseas schools for university entrance.

The other principle underlying the structure of the overseas curriculum was that Canadian pupils should learn as much as possible about the people, history and culture of their host country and its neighbours. This concept was introduced into as many courses as possible, and was in part responsible for daily instruction in a second language in the elementary and intermediate grades. Classroom and social contact with pupils in the host country was encouraged at all grade levels. Provision was made for participation in local customs, and for visits and excursions of a cultural or historical nature.

In September, 1958, an attempt was made to evaluate the instruction in the overseas schools with the inception of a standardized testing program. During the ensuing two-year period various achievement tests and achievement batteries, intelligence tests and a skills test were administered to grades three, six, eight and ten. During both 1959 and 1960 grade twelve pupils participated in a testing program conducted by the Ontario Department of Education. Overall results when compared with Ontario and other median scores indicated that the overseas pupils performed at least as well on these tests as did the pupils on whom the tests were standardized. Overseas scores were actually higher in some phases of the testing program but there was not enough statistical evidence to prove that overseas pupils had

in addition, the two limited for consideration and discussion
any other views considered in the past. It was necessary not only to understand
the situation.

The other principal underlying the structure of the old
writing system was that the Chinese people should learn to write in
about the same, but with a different kind of script, and the
newly given. This concept was introduced into the Chinese
writing, and was in fact necessary for daily instruction in
writing. The Chinese people had been accustomed to writing in
room and social contact with the Chinese people, and a country
in all these fields. To this was added the participation of the
Chinese, and for writing and translation of a culture of Chinese
writing.

In the year 1910, the Chinese people had to overcome the
difficulties in the process of writing with the introduction of a new
writing system. But the writing system was not only a new
writing and administrative system, but also a new writing
writing system to Chinese people, and the Chinese people
and 1910, the Chinese people participated in a writing system
based on the writing system of the Chinese people. The Chinese people
to write with a new writing system and other writing system. The Chinese
writing system was based on the Chinese people's writing system, and the
writing system in some cases of the Chinese people's writing system
not enough statistical evidence to show the Chinese people's writing

done better than their peers.

A TENTATIVE ASSESSMENT OF THE OVERSEAS SCHOOL SYSTEM

This study has been an attempt to outline in detail the first six years of the operation of the Department of National Defence overseas school system. Gaps and ambiguities concerning financial and other matters are due in part to the unavailability of classified military or otherwise restricted information. A definite evaluation of pupil progress is not possible from the data collected during the short time that the testing program was in operation. Unassessed factors such as the amount of school time lost by each pupil in moving from one school system to another, and the frequency of such movement, add to the difficulties in evaluating pupil progress in the overseas schools.

In the light of the information which was available by June of 1960, however, it is possible to make a tentative assessment of certain factors in the operation of the Canadian schools in Europe. By taking the liberty to assume, and even to conjecture concerning other factors, it is possible to extend this assessment to include both the operation of the schools and the effect of the overseas school system on education in Canada.

There is enough information to indicate, for example, that the level of instruction in the overseas schools was at least as high as that in Canada. Part of this information concerns the overseas personnel. Supervisors and principals were men of experience

THE EFFECTS OF SCHOOL CLOSURE ON THE PSYCHOLOGICAL WELL-BEING OF STUDENTS

This study was conducted to investigate the psychological well-being of students during school closure.

The study was conducted in a large urban school district in the United States.

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schools.

In the light of the above, it is suggested that the following steps be taken:

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who had held similar positions in their home educational systems. Teachers in most cases were chosen by their school boards from a number of qualified applicants. Qualifications for teachers included experience in the specific elementary grade or high school subjects which they would be required to teach overseas. Supervisors, principals and military officials connected with the overseas schools expressed their satisfaction with what they considered to be the high calibre of the classroom teacher.

Another part of the information pointing to a level of instruction in the overseas schools at least as high as that in Canada concerns the performance of the overseas pupils on the standardized achievement tests administered during the two-year testing program. While, as stated earlier, these test results can not be used as proof, they do indicate that overseas pupils in the grades tested did as well as pupils in Ontario and various other Canadian centres. Average scores on intelligence tests administered in the 1959-60 testing program indicate that the level of achievement of the overseas pupils was not dependent on superior intelligence.

Assumption must to some extent form the basis for further assessment of the overseas school system. A case in point was the suitability of the single curriculum for pupils who had entered the overseas schools from various Canadian provinces. With over forty percent of the teachers having been supplied by Ontario, it seems reasonable to assume that a relatively large number of pupils also

who had a high position in the government.

The first of these was a man who had been a

member of the government for a long time.

He was a man of high position and had been

in the government for a long time.

He was a man of high position and had been

in the government for a long time.

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He was a man of high position and had been

in the government for a long time.

came from that province. However, pupils from other provinces would probably have had difficulty in adjusting to what was largely an Ontario curriculum in the elementary grades and was entirely an Ontario curriculum in the high school. Even pupils entering grade one overseas would have experienced difficulty if they had missed the type of reading readiness program given in the Ontario and overseas kindergartens. Other elementary pupils new to the overseas system would have found it difficult to attain the proficiency of their classmates in the Oral French courses. Regardless of their home province some high school students would have been unable to cope with the essentially academic program offered in the overseas high schools, while other students would have been handicapped by the limited choice of options.

It could also be assumed that pupils subjected to a single curriculum in the overseas schools would have had difficulty in returning to the curricula of some of the Canadian provinces. Elementary pupils would probably have found, in such subjects as arithmetic and social studies, that they had missed some sections of the work and were being asked to repeat others. It is likely that on their return to Canada a number of high school students would have transferred to a program other than the academic one they had been required to enter while overseas. Other high school students would probably have had to make up certain courses not available in the overseas schools but required for entrance to the university of their choice.

It may also be assumed that there was merit in the two-fold philosophy underlying the curriculum of the overseas school system. If the overseas philosophy did not stress the preparation of pupils for their return to a particular Canadian province, it did stress the preparation for their return to Canada as a whole. Pupils used as basic texts or supplementary references the textbooks authorized for the same purposes in most of the Canadian provinces. They studied Canadian geography and history, and probably found these courses more meaningful because of their contact with pupils and teachers from various regions across Canada. Overseas pupils received daily instruction in Canada's second official language, and in one instance shared a school with members of the second language group.

It may also be assumed that there was merit in that part of the overseas philosophy which stressed a knowledge of Europe and Europeans for Canadian overseas pupils. Pupils would gain a certain amount of this knowledge incidentally, depending on their own interests and observations, the encouragement given them by their parents, and their opportunities for travel while in Europe. It is probable, however, that pupils also gained much of their knowledge about the people, history, economy and culture of the European countries through the emphasis placed upon these areas in their courses of study and in extra-curricular activities.

Overseas teachers could be assumed to have received various benefits from their association with the Canadian schools in Europe. A probable major benefit would have been the opportunity to live in Europe for two or more years while remaining in the employ of a home school board. Other benefits could have included the opportunities for travel and for association with the people of the host and other countries. Teachers would have been able to augment their knowledge of European culture through methods which ranged from visits to museums, theatres, opera houses and art galleries to attendance at the summer sessions of some of the famous European universities.

It could also be assumed that teachers would have benefited from association with others in their profession. Through contact with teachers from other provinces they could have learned about the different curricula and teaching methods in use across Canada. They could have had opportunities to compare the merits of both school boards and provincial departments of education as far as salaries, pensions and working conditions for teachers were concerned. Canadian teachers could have discussed much the same topics during their contacts with teachers in the host country at various social and professional meetings.

Also still to be considered as assumption would be the merits of the cooperation between the dominion and provincial governments in establishing the overseas school system. The Dominion

Government, through its Department of National Defence, was responsible for the education of Canadian children living in Europe as dependents of Canadian NATO forces. In carrying out its responsibility the government could have attempted to hire teachers directly as it did its civil servants. By seeking the cooperation of provincial departments of education and individual school boards, the dominion government was able to obtain its overseas teachers on a temporary basis. There would appear to have been merit in thus staffing the overseas schools. Many experienced teachers were anxious to serve in the Canadian schools in Europe for a two-year period. However they would probably have hesitated over direct association with a school system whose length of tenure was dependent on the international situation. Established teachers might also have hesitated about giving up their local pension plans or their seniority in their home school systems.

At the present time there can be little more than conjecture concerning the implications of the overseas school system for education in Canada. The difficulties experienced by overseas teachers in attempting to deal with the products of ten different provincial curricula could lead to the implication that a basic curriculum should be adopted by all Canadian provinces. Unsuccessful attempts of overseas students to obtain high school courses necessary for entrance to a particular university could lead to the implication that uniform university entrance requirements across the dominion

would be desirable. The expressed belief of teachers and interest of pupils in the overseas elementary French program could lead to the implication that there should be an increase in the number of provinces offering Oral French in their elementary schools. Association with teachers from other provinces and realization of the inequality of salaries and teaching conditions across the dominion could lead to the implication that there should be a common Canadian teacher certification and freer movement of teachers across Canada. Any or all of these suggested implications might well form the basis for future research in Canadian education.

FOOTNOTES

¹C. E. Phillips, The Development of Education in Canada (Toronto: W. J. Gage and Company Limited, 1957), p. 357.

²F. K. Stewart, Interprovincial Cooperation in Education (Toronto: W. J. Gage and Company Limited, 1957), p. 65.

³Ibid., p. 68.

⁴J. Katz, Canadian Education Today (Toronto: McGraw Hill Company Limited, 1956), pp. 233-243.

⁵Department of National Defence, Orders in Council, Department of National Defence, Vol. I, Privy Council 44/2300, May 6, 1950.

⁶Ibid., Privy Council 1954-17/501, April 8, 1954, and 1954-23/893, June 17, 1954.

⁷Ibid., Privy Council 1955-21/214, February 17, 1955, and 1956-5/1415, September 20, 1956, and 1957-7/931, July 11, 1957.

⁸Department of National Defence, Memo from P. Mathieu, Associate Deputy Minister, July 12, 1954.

⁹H. R. Low, "Department of National Defence Schools Overseas," Canadian Education, X (June 1955), p. 40.

¹⁰Department of National Defence, M. J. Snider, Principal's Report, June, 1958, and E. Morgan, Memo, July 3, 1958.

¹¹Low, op. cit., p. 41.

¹²Department of National Defence, A Few Notes About Shape Village School, March 26, 1957. (Unsigned).

¹³Department of National Defence, Mathieu, loc. cit.

¹⁴E. Morgan, "Canadian Schools in Europe," Manitoba Teacher (January-February, 1959).

¹⁵Ontario Department of Education, Circular 14: Text Books Approved or Recommended for Use in Elementary and Secondary Schools, 1954.

Introduction

The purpose of this study is to investigate the effects of the proposed system on the performance of the system.

The study is organized as follows. Section 2 describes the system architecture. Section 3 describes the experimental setup.

2. System Architecture

The system architecture is shown in Figure 1. The system consists of a client and a server. The client is responsible for sending requests to the server.

The server is responsible for processing the requests and returning the results to the client. The server is implemented using a distributed system architecture.

The system is designed to be scalable and fault-tolerant. The system can handle a large number of requests and can continue to operate in the event of a failure.

The system is implemented using a distributed system architecture. The system is designed to be scalable and fault-tolerant.

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The system is implemented using a distributed system architecture. The system is designed to be scalable and fault-tolerant.

3. Experimental Setup

The experimental setup is shown in Figure 2. The system consists of a client and a server. The client is responsible for sending requests to the server.

The server is responsible for processing the requests and returning the results to the client. The server is implemented using a distributed system architecture.

The system is designed to be scalable and fault-tolerant. The system can handle a large number of requests and can continue to operate in the event of a failure.

The system is implemented using a distributed system architecture. The system is designed to be scalable and fault-tolerant.

¹⁶Department of National Defence, Canadian Schools Overseas, Course of Study, Primary and Junior Divisions, and Canadian Schools Overseas - Course of Study, Intermediate Division, p. 1.

¹⁷Department of National Defence, Course of Study, Junior Division, Amendments 1955-56, p. 4.

¹⁸Ibid., pp. 6-11.

¹⁹Department of National Defence, Course of Study, Intermediate Division, Amendments 1955-56, pp. 2-3.

²⁰Department of National Defence, Analysis of Reports of Sectional Meetings, Teachers' Conference, Baden Baden, February 27-28, 1958.

²¹Ontario Department of Education, Program of Studies for Grades One to Six of the Public and Separate Schools, 1954.

²²Ibid.

²³Department of National Defence, Course of Study, Junior Division, Amendments 1955-56, p. 4.

²⁴Department of National Defence, E. Morgan, Memo, February 13, 1957.

²⁵Department of National Defence, E. Morgan, Letter to Nottingham Superintendent of Education, March 7, 1957.

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²⁹Department of National Defence, A. F. Kerr, Principal's Annual Report, June 28, 1957, and Letter from A. Pemberton to E. Morgan, February 5, 1957.

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